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ABSTRACT

A final report of a study to evaluate Developmental Occupational Programs in Kentucky takes the form of a planning document for use by advisory councils, parents, teachers, administrators, regional directors, and state personnel. A brief introduction discusses these special vocational programs which provide (1) instruction to enable disadvantaged and handicapped students to make meaningful career choices and develop entry level skills in addition to (2) work experience. The four basic sections are devoted to students' follow-up and informative materials on parents, teachers, and administrators. To provide a complete description of what was done in the study, section 2 is organized into six subparts: selection of samples, development of the instruments, validation and verification of them, pilot study, research procedures, and data analysis. The students' follow-up section (section 3) discusses the rationale for this phase of the study, student background information, and analysis of student data and presents conclusions and recommendations. Subsections on parents (section 4) and teachers and administrators (section 5) contain background information, data analysis, and conclusions and recommendations. Materials in the appendixes, amounting to approximately one-half of the report, include correspondence for phases 1 and 2, instruments and surveys, and selected comments of vocational teachers and school administrators. (YLB)

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A RESEARCH PROJECT TO DETERMINE THE EFFECTIVENESS OF DEVELOPMENTAL OCCUPATIONAL PROGRAMS IN KENTUCKY

Ideas for Improved Program Planning
(Local and State Levels)

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August 1979

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Appreciation is also expressed to those who have assisted in varied ways in the preparation of this document; viz., Beth Breeden and Denise Ashley and WKU Academic Computing and Research Services.

The Research Document reported herein was performed pursuant to a contract with the Commonwealth of Kentucky, State Department of Education, Bureau of Vocational Education. Points of view or opinions stated do not therefore, necessarily represent official State Department of Education position or policy.	Commonwealth of Kentucky State Department of Education Bureau of Vocational Education

FOREWORD

In order to meet the needs of youth and employers, vocational education must be continuously evaluated. The results of evaluation efforts should be used to plan and/or redirect these programs, in addition to answering accountability questions.

When Congress passed the Vocational Education Amendments of 1976, they took special note of the need for evaluation information. In several sections of the Amendments, evaluation of the quantity and quality of vocational education was mandated. This project was an effort at meeting those mandates and should be a valuable tool in future planning for special needs programs.

It is our hope that the information contained in this report will be helpful to those individuals involved in special needs programs. These findings should be viewed and interpreted by users in terms of the specific objectives for their programs.

It is our belief that this report represents a unique effort in vocational special needs education and hopefully is the beginning of a continuing effort to address the need for evaluation of similar programs in vocational education.

Dwight Cline, Coordinator
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Western Kentucky University

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INTRODUCTION

In 1974, the Developmental Occupational Program was implemented in the state of Kentucky. This special vocational program enrolled disadvantaged and/or handicapped persons who had been identified as needing special instruction which would enable them to succeed in a regular vocational program. The program was designed to provide instruction which would enable disadvantaged and/or handicapped students to make meaningful career choices and develop skills necessary for entry level success, in addition to work experiences components which would provide valuable learning activities. Now that these programs have achieved relatively broad implementation status across the state and have been in operation for the past four years, an evaluation of the program's effectiveness was viewed as both timely and warranted.

To date, some program evaluations have occurred mainly in the form of informal procedures under the auspices of local individual school districts. As the Developmental Occupational Program continued to be implemented from school district to school district, there has been growing concern among local, state and federal persons involved as to the effectiveness of these programs. These concerns have been directed toward improving the quality of existing programs and extending the opportunity for quality learning experiences and facilities to all disadvantaged and handicapped students. It is in recognition of these concerns and needs which has prompted the creation of this research project and subsequent planning document.

FOCUS OF DOCUMENT

The focus of this final report is to provide a planning document which may be used by advisory councils, interested parents, teachers, administrators, regional directors and state personnel involved with the preparation and implementation of Developmental Occupational Programs. This design has been selected for a number of reasons, which include the following:

1. To provide programmatically useful information
2. To identify and analyze existing constraints and limitations in carrying out the Developmental Occupational Program
3. To determine the feasibility of expanding the work experience component of the program
4. To examine existing program components in terms of their effectiveness as perceived by students, parents, teachers and administrators

Although this document is developed specifically for the planning and improvement of Developmental Occupational Programs, it can also be of interest to university personnel involved with training undergraduate and graduate students in vocational teacher education.

BASIC COMPONENTS OF DOCUMENT

Since the writer of this document is cognizant of the many issues and related implications that may impede the efforts which are indicated in order to address some of the needs described herein, this document has been designed in a format which is deemed feasible for easy usage. Therefore, the design intent is for the user to be able to go directly to the desired section of the document which contains information from a specific group of respondents.

For ease in readers' usage, the document is comprised of six basic parts:

1. Research Methodology and Data Section
2. Students' Follow-up Section
3. Parents' Section
4. Teachers' and Administrators' Section
5. Summary
6. Appendices

SUGGESTED USE OF DOCUMENT

For comprehensive program planning, the readers may wish to first review and evaluate the approaches described in the "Research Methodology" section in order to judge the credibility of the techniques employed in collecting the information. Secondly, the reader should review the background information of the students, teachers and administrators providing the information in order to see if they are "typical" or "reflective" of those persons involved in their local programs. Thirdly, based on the conclusions and recommendations provided at the end of each section, the reader could determine appropriate local needs of their existing program. Fourthly, the reader could review and select goals based on these needs, and develop those identified goals into specific objectives toward program improvement. Once the objectives have been formulated, strategies should be developed which would enable the reader to reach the objectives for program improvement. Lastly, regardless of what group is using this document, the more Developmental Occupational Program staff is involved in the planning, the more effective will be implementation of the plan towards program enhancement.

Involvement of staff in program planning should include, as a minimum, university personnel teaching in the area of disadvantaged/handicapped, students who have already completed the existing program, and community persons who represent essential resources for implementation of the program. Further steps in program planning beyond the scope of this document should include 1) the identification of effective resources needed in implementing the strategies and 2) development of valid evaluation procedures to determine how well the objectives have been met.

Dear Reader:

We at the Center for Career and Vocational Teacher Education, Western Kentucky University, are interested in 1) improving documents/materials produced and 2) determining the nature of their use; therefore, your response(s) to the following items will really be appreciated. Upon supplying information, please tear out this sheet, fold on the dotted lines marked "fold" so that the address appears on the outside, staple and mail. Thank you so very much for your assistance.

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____	____	____	____	....Teachers' and Administrators Section
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RESEARCH METHODOLOGY AND DATA

RESEARCH METHODOLOGY AND DATA

This section of the report has been organized into six subparts in order to provide the readers with a complete description of what was done in the study. It is also intended to present sufficient details about the study so as to enable the reader and/or a researcher to be able to 1) replicate the study and 2) assess the adequacy of the methods and procedures used in collecting and analyzing the data.

The six subparts are as follows:

1. Selection of the Samples
2. Development of the Instruments
3. Validation and Verification of the Instruments
4. The Pilot Study
5. Research Procedures
6. Analysis of the Data

GOAL: The primary goal of this study was to provide empirical data regarding the effectiveness of Developmental Occupational Programs in the state of Kentucky.

SPECIFIC OBJECTIVES: The following objectives were to be accomplished through this study:

1. To provide follow-up information on first-year students who were enrolled in the 1974 Developmental Occupational Program.
2. To identify and describe program areas exhibiting positive impact upon students.
3. To identify and describe program areas exhibiting need for expansion and/or improvement.
4. To make recommendations for program improvement as reflected by parents of students currently enrolled in the program.
5. To ascertain opinions regarding program effectiveness and recommendations for program improvement as perceived by vocational educators and administrators involved directly with the program.

STATEMENT OF THE PROBLEM: Since the Developmental Occupational Program has now achieved relatively board implementation status across the state of Kentucky, an evaluation of program effectiveness was viewed as both timely and warranted. Therefore, the need existed for the collection of empirical data regarding the program's contribution to:

1. student success in subsequent vocational programs
2. reduction of student drop-out
3. subsequent job placement
4. increased student employment orientation
5. increased obtainment of employment training skills

The need also existed for a definitive report on the strengths and weaknesses of the program as perceived by parents, teachers and administrators. Supported by these findings, program impact can be reported and basis for program enhancement will be afforded.

PROCEDURE:

In order to accomplish the objective of the project, two phases of activities were carried out. The first phase entailed the collection of follow-up information from first-year students from a random sample of 1974 Developmental Occupational Programs. The second phase of the study involved the development and dissemination of attitudinal surveys monitoring perceptions on program impact, strengths and shortcomings from a random sample of vocational educators and administrators at schools having Developmental Occupational Programs. In addition, attitudinal surveys were also disseminated to parents of students presently in Developmental Occupational Programs.

GLOSSARY OF TERMS:

Although the terms listed below are defined in various vocational texts, in order that the reader may have a common reference point for definitions of key terms as used throughout this report, a glossary of major terms is provided as follows:

1. *Developmental Occupational Program* - A special program where disadvantaged and/or handicapped persons may be enrolled when identified as needing special instruction which would enable the individual to succeed in a regular vocational program. This program may include instruction enabling the disadvantaged and/or handicapped to make meaningful career choices and develop skills necessary for entry level success. In addition, the work experience component of this program can provide valuable activities and maybe offered at levels I and II.[1]

2. *Vocational Administrators* - Those persons in leadership positions in charge of facilitating and/or managing vocational programs at their schools.

3. *Vocational Educator* - One who teaches or instructs students enrolled in Developmental Occupational Programs.

4. *Program Completer* - A student who finishes a planned sequence of courses, services or activities designed to meet an occupational objective and which purports to teach entry-level job skills.[2]

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[1] The Bureau of Vocational Education, *Local Planning for Special Programs* (Kentucky: State Department of Education, 1979), p. 2.

[2] HEW, *Federal Register* (Washington: Office of Education, 1977), p. 53843.

5. Program Leaver - A student who has been enrolled in and has attended a program of vocational education and has left the program without completing it.[3]

6. Parent - A mother, father or guardian of a student who is presently enrolled in the Developmental Occupational Program.

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[3] HEW, Federal Register, p. 53843.

IDENTIFICATION AND SELECTION OF THE TARGET SAMPLES

Phase I

Every school's defined pupil population in 1974 was tabulated, based on data counts obtained from the Special Needs Unit of the Kentucky Bureau of Vocational Education. This tabulation enabled the researcher to obtain regional population distributions and to select stratification variables which would yield a manageable yet representative and comprehensive sample.

Based on the individual schools' pupil count for 1974, it was decided that ten percent of all schools with Developmental Occupational Programs be used as the target sample. Each school in the state with Developmental Occupational Programs in 1974 was assigned consecutive whole numbers according to regions. Using the Fisher and Yates statistical Table of Randomization, ten percent of the programs per region were selected. However, during the randomization process, the two regions which had only one school was automatically included in the sample so that *each* region would have representation in the study. A total of twenty-nine schools were identified and selected as the target sample for this phase of the study yielding 290 students as possible participants.

Phase II

Probability sampling was employed to select the programs to be used in Phase II of the study.[4] This form of selection was used because it enabled each unit in the population to have a known non-zero probability for inclusion in the sample, *exclusive of those schools already selected for Phase I*. In short, each school with Developmental Occupational Programs had an equal chance of being randomly selected for the second sample.

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[4] Michael Knight, *A Technical Manuel on Sampling in Needs Assessment* (Florida: Panhandle Area Educational Cooperative, 1977), p. 13.

A total of eighty and/or seventy-five percent of the remaining schools with Developmental Occupational Programs were randomly selected using the Fisher and Yates Statistical Tables of Randomization.[5] In addition, based on the number of available teachers in the program at each school, a ratio of one-one-five was used for computing the number of respondents per school. For example, if a school had one teacher in the program, one administrator per teacher and five parents per teacher would consist of the respondents from that particular school. Therefore, using one teacher per school as the minimum, the target sample for this phase of the study yielded a possible sample size of 560 respondents.

As can be seen from this section of the report, the schools and regions served as the initial selection variable in constructing the two samples. Thus, once the schools with Developmental Occupational Programs were randomly selected, purposive sampling was employed in accordance with the specific objectives for each phase of the study. Figure 1 presents the geographical distribution of schools involved in both phases of the study.

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[5] William Asher, Educational Research and Evaluation Methods (Boston: Little, Brown and Company, 1976), pp. 340-343.

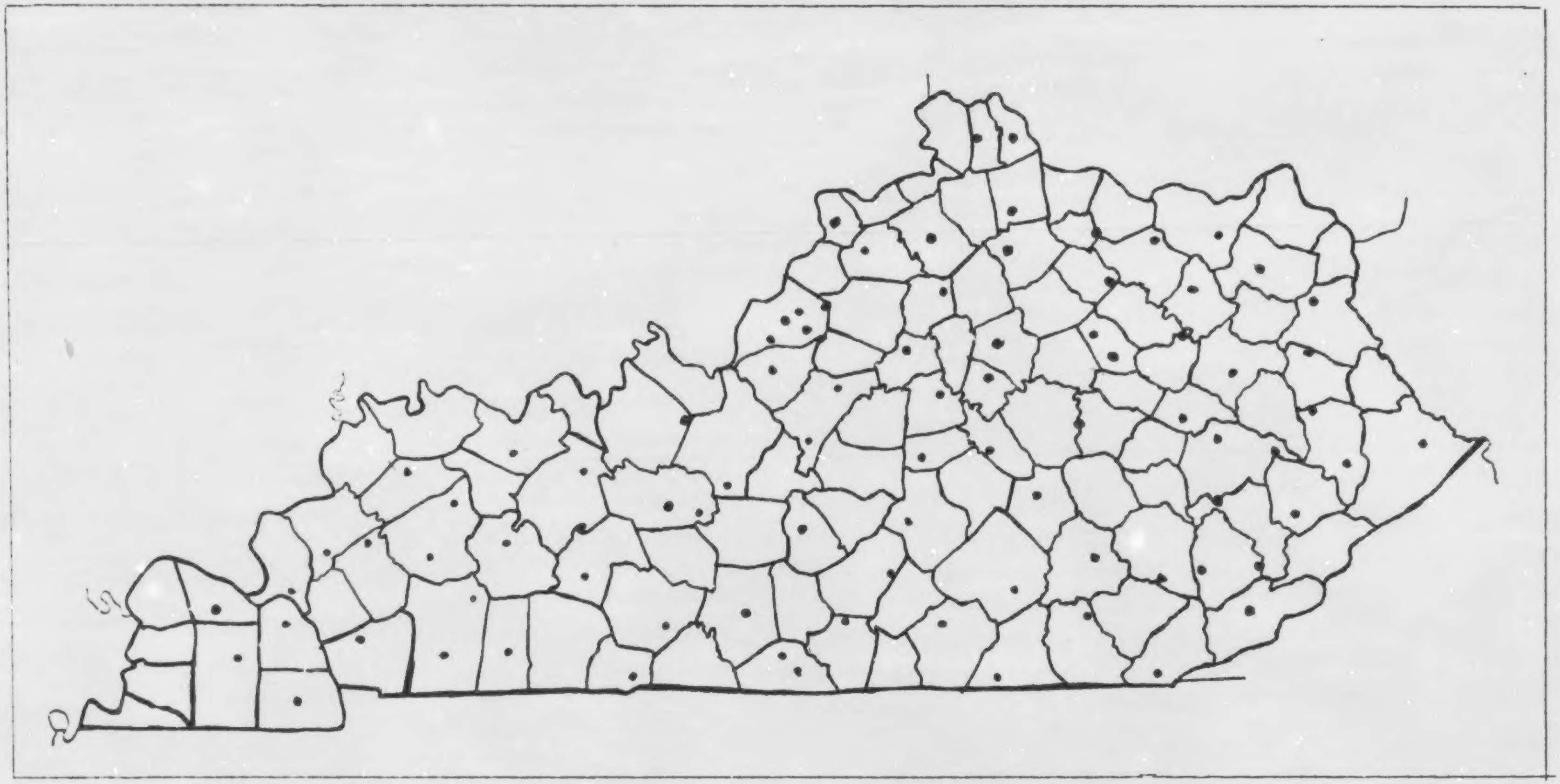

Figure 1: State of Kentucky - Geographical Distribution of the Randomly Selected Schools with Developmental Occupational Programs for Both Phases of the Study.

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DEVELOPMENT OF THE INSTRUMENTS

In order to ascertain attitudinal data regarding program effectiveness and recommendations for program improvement, as well as follow-up data as outlined in the objectives of the study, a taxonomy was devised for needed survey categories. Using the Kentucky Five-Year Plan (1978-1982), the Federal Register (Section 104) and consultation with project monitors at the State Department, the following major categories were identified:

Phase I

1. Employment orientation
2. Guidance and/or counseling services
3. Employment training
4. Employment placement
5. Follow-up services

Phase II

1. Quality and availability of instructional offerings
2. Condition of facilities and equipment
3. Community involvement in the program
4. Job placement efforts in the program
5. Availability of work experience and employment training
6. Appropriateness, evaluation and utilization of instructional materials
7. Adequacy of school staff and teachers skills in working with special learners
8. Inservice needs

The above categories were used as the criteria for survey item selection and revision of the instruments.

A search of the literature was made to review recent studies using attitudinal instruments which measured the effectiveness of a particular vocational program. Based on the literature search, an item pool was compiled consisting of survey items which could be applicable towards the attainment of objectives for this study. A total of 182 survey items were evaluated by the project staff for possible use in the study.

Phase I

In considering the types of students providing follow-up data, it was decided that the following guidelines be incorporated during the development stage of the instrument:

1) Low-level reading

   Use the Fryer's Readability Scale to reduce the reading level of the instrument

2) Poor vision

   Use the largest possible type print

3) Short attention span

   Use the shortest format possible and not more than three sheets of paper

4) Level of understanding

   Use short, one sentence, easy to follow directions

During the design phase of the instrument, it was decided that the term "Developmental Occupational Program" be substituted with "Special Vocational Program" and that the terms "disadvantaged" and "handicapped" be deleted.

Phase II

Since this phase of the study consisted of three types of respondents, the instruments were color coded for ease in group identification. The code was as follows:

1. School administrators - green
2. Vocational educators - yellow
3. Parents - pink

VALIDATION AND VERIFICATION OF THE INSTRUMENTS

Following the development of the instruments, ten faculty members in the College of Education at Western Kentucky University critiqued the surveys for format and content/face validity.[6] Likewise, project monitors at the State Department were mailed copies of the surveys soliciting their evaluation of the content, format and organization within the instruments. Vocational classroom teachers were also asked to critique the follow-up survey and suggest needed changes. Appropriate revisions were incorporated in the surveys, based on at least two recommendations relative to a particular category and/or item. However, prior to revisions being incorporated, it needs to be pointed out that due to various item interpretations received from teachers, administrators and university faculty, the objectives of the project and the taxonomy served as the initial screen. This was done to maintain consistency and to avoid contradictory additions of survey items to the instruments.

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[6] Asher, Educational Research, pp. 98, 174.

THE PILOT STUDY

The sample participating in the pilot study for Phase II, consisted of seven local schools in Region IV. The approach used to conduct the pilot study yielded a 97.5% return rate. In addition, on the evaluation forms submitted to the pilot sample, there were no major changes suggested on the approach of the study or on the instruments (see Appendix B).

The data collected from the pilot study was coded and key-punched for analysis purposes. The Guttman's Reliability Test was used due to the pre-stated assumptions which complimented this phase of the study. Likewise, since the Guttman's assumptions *underestimate* the true reliability, the coefficient reading for the instruments would be the *true* reliability.[7] Based on these readings, the parent survey yielded a .95048 coefficient and the administrator/teacher surveys yielded a .89804 coefficient.

RESEARCH PROCEDURES FOR DATA COLLECTION

Phase I

Following the selection of the schools to be involved in this phase of the study, correspondence was sent to each Vocational Regional Director requesting the name of a vocational educator and an alternate for each identified school in their region. Letters were also sent to each district superintendent and principal, requesting permission to contact persons in their school system to be involved in the study (see Appendix A).

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[7] Norman H. Nie and C. Hadlai Hull, *SPSS Batch Release 7.0 Update Manual* (1977), pp. 62-65.

Contact was made to the vocational educators who had been recommended by their Regional Director requesting their assistance in the collection of follow-up data from disadvantaged and/or handicapped students at their schools. The teachers were asked to participate in a one-day training session designed to acquaint them with 1) the objectives of the study, 2) data collection procedures, 3) the importance of the study and 4) how they could help evaluate the instrument and reconstruct the study's approach.

Based on the responses received from the vocational teachers, only ten of the twenty-nine schools selected agreed to participate in the study. Due to the small amount of interest from the teachers, the project staff sought other means to recruit teacher participation from other schools. As a result of numerous phone calls, twenty other schools agreed to participate in the study, however those teachers did not attend the training sessions. Instead, project information was transferred to them via telephone, mail or on-site visits.

Due to travel time, two separate training sessions were held for the teachers. One was housed at Western Kentucky University in Bowling Green and the other at Central Kentucky Area Vocational School in Lexington. Efforts were made to conduct a workshop in Pikeville, however it became apparent that no teachers were willing or able to participate in that area of the state.

In consultation with vocational educators at the two training sessions, the following major procedures for data collection were agreed upon:

1. Based upon student confidentiality files available at each school, the teacher would randomly select ten disadvantaged and/or handicapped students who were enrolled in the Developmental Occupational Program in 1974.

2. The teacher would complete background information sheets on students to insure accuracy of data.

3. The teacher would collect survey information from students by telephone interviews, personal visits or mail.

4. The teacher would explain each survey item to the students to help them understand what is being asked.

5. The teacher would explain the importance of the survey to each student - stressing that their honest answers would help to improve future programs.

6. The project director would be available to assist with any phase of data collection.

7. The teacher would double check each survey to be sure that each item has been completed before mailing the instruments to the project staff.

Of the 300 student surveys sent in packages of ten to thirty teachers, 170 or fifty seven percent were returned containing usable data.

Phase II

Letters were mailed to each district superintendent requesting permission to contact principals and teachers at selected schools in their district. Upon obtaining permission from the superintendent, a phone call was made to each principal describing the project and its objectives. Afterwhich, the principal was asked if he would allow his faculty to participate in the study (see Appendix B).

Interestingly, during the phone contact process, some principals stated that they did not have any disadvantaged and/or handicapped students at their school. Some principals were not aware of any type of Developmental Occupational Programs or special vocational programs being housed at their school, even though the school was listed on the roster of programs provided by the State department.

A follow-up letter was sent to each principal who agreed to allow his faculty to participate in the study. This correspondence expressed the staff's appreciation for their cooperation and informed them when the instruments would arrive.

Within two weeks of the follow-up letter, survey packets were sent to the principals containing the following:

1. Letter of explanation to the principal
2. Green surveys for administrators
3. Letter of explanation to teachers
4. Yellow surveys for teachers
5. Five pink surveys for parents per teacher
6. Postage paid return envelope for administrator surveys
7. Postage paid return envelopes for teacher and parent surveys

Since names and addresses of parents with students in the Developmental Occupational Program were not available to the project staff, teachers were asked to disseminate and collect parent surveys. In addition, follow-up phone calls and letters were sent to teachers and administrators who had not returned completed surveys within three weeks (see Appendix B).

The following Table shows the number of surveys mailed per group and the number returned containing usable data. Of the 1,335 surveys distributed among the three groups of respondents, 476 or thirty-six percent were returned.

TABLE I

SURVEY RETURN RATE OF GROUPS

Group	Number Mailed	Number Returned	Percentage Returned
Administrators	129	83	64%
Teachers	201	107	53%
Parents	1,005	286	28%
Total . .	1,335	476	36%

ANALYSIS OF THE DATA

Due to the nature of the study and subjective probability, the median test was used to determine the central tendency for each target group per survey item.[8] Therefore, except for the students' survey, the instrument was constructed using an ordinal scale.

Since the properties of an ordinal scale are not isomorphic and the means and standard deviations found on the scores themselves are in error;[9] the statistic most appropriate for describing the central tendency of responses on an ordinal scale is the median.[10] In addition, ordinal measurement involves the assignment of numbers to types of responses so that the numbers imply order as to magnitude, importance, etc.[11] Thus, the median gives a more accurate description of the group and/or data being studied.[12]

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[8] James K. Brewer, Everything You Always Wanted to Know About Statistics, But Didn't Know How to Ask (Florida: Omni Press, Inc., 1975) p. 114.

[9] Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, 1956) pp. 23-26.

[10] William Asher, Educational Research and Evaluation Methods (Boston: Little, Brown and Company, 1976) p. 83.

[11] Brewer, Everything You Always Wanted to Know About Statistics, p. 4.

[12] Walter Borg and Meredith Gall, Educational Research (New York: David McKay Company, 1971) p. 279.

Thus, the median test enabled the researcher to identify the attitudinal perceptions per group, which was one of the objectives of the study.

Upon obtaining the data, the researcher coded and recorded demographic variables; compiled coded data on fortran sheets; key punched data on IBM cards and analyzed the data through the University Computing Center employing the median test.

DATA

DATA

Even though the data Tables are presented in this section (as a central reference point) the findings, conclusions, recommendations and discussion per target group as it relates to the tables will be elucidated in proceeding sections.

TABLE 2

Absolute Frequency of Responses by the Students to Employment Orientation Received while in the Program

Employment Orientation	$\bar{x}$	Yes Count-Percentage	No Count-Percentage	Missing Count-Percentage
1. In the Developmental Occupational Program in high school, did you participate in or use:				
A. Written materials about occupations or training programs?	1.07	160-----94%	6-------04%	4-------02%
B. Career days, job fairs?	1.61	108-----64%	44-------25%	18-------11%
C. Courses on occupations?	1.13	154-----91%	11-------06%	5-------03%
D. Field trips to employment agencies? .	1.79	90-----53%	57-------34%	23-------13%
E. Employment services from man power development?	1.88	77-----45%	59-------35%	34-------20%
F. Information about job openings? . . .	1.19	141-----83%	14-------08%	15-------09%
G. Career information from courses you took?	1.26	135-----79%	19-------11%	16-------09%
H. On the job training?	1.81	87-----51%	57-------34%	26-------15%
I. Work experience as a part of the course:				
In school?	1.65	95-----56%	39-------23%	36-------21%
In the community?	1.90	71-----42%	56-------33%	43-------25%

$\bar{x}$ = Sample mean

TABLE 3

Absolute Frequency of Responses by the Students to Guidance and/or Counseling Services Received While in the Program

		Yes	No	Missing
Guidance and/or Counseling Services	$\bar{x}$	Count-Percentage	Count-Percentage	Count-Percentage
2. In the Developmental Occupational Program, did you get help with:				
J. Exploring and evaluating further educational goals?	1.22	147-----86%	18-----11%	5-------03%
K. Exploring and evaluating employment goals?	1.21	142-----84%	16-----09%	12-------07%
L. Resolving personal problems relating to further education or work plans? .	1.67	105-----62%	51-----30%	14-------08%
M. Talking to parents about job or school plans?	1.62	100-----59%	41-----24%	29-------17%

$\bar{x}$ = Sample mean

TABLE 4

Absolute Frequency of Responses by the Students to Employment Training Received While in the Program

Employment Training	$\bar{x}$	Yes	No	Missing
		Count-Percentage	Count-Percentage	Count-Percentage
3. In the Developmental Occupational Program, did you receive:				
N. Training for interviewing for a job? .	1.06	160-----94%	5-------03%	5------03%
O. Training in how to get along on the job with employee/employers?	1.09	152-----89%	7-------04%	11------06%
P. Assistance in making application for other training programs?	1.48	118-----69%	35-------21%	17------10%

$\bar{x}$ = Sample mean

70

71

TABLE 5

Absolute Frequency of Responses by the Students to Employment Placement Received While in the Program

Employment Placement	$\bar{x}$	Yes	No	Missing
		Count-Percentage	Count-Percentage	Count-Percentage
4. In the Developmental Occupational Program or since, has anyone from the school assisted you:				
Q. In locating a specific job?	1.87	85-----50%	66-----39%	19------11%
R. By encouraging an employer to hire you?	1.96	73-----43%	67-----39%	30------18%
S. In working out special arrangements by explaining your special needs to an employer?	2.12	60-----35%	79-----46%	31------18%
T. With training for a specific occupation?	2.36	42-----25%	99-----58%	29------17%

$\bar{x}$ = Sample mean

72

73

TABLE 6

Absolute Frequency of Responses by the Students to Follow-Up Services

Follow-Up Services	$\bar{x}$	Yes	No	Missing
		Count-Percentage	Count-Percentage	Count-Percentage
5. In the Developmental Occupational Program or since, has anyone contacted you:				
U. To discuss problems about your job, before now?	2.18	58------34%	86-----51%	26------15%
V. To determine your satisfaction with the school program, before now?	2.35	48------28%	104-----61%	18------11%

$\bar{x}$ = Sample mean

TABLE 7

Distribution of Parents, Teachers and Administrators Rankings Of The Developmental Occupational Program According To The Median

Survey Item	m_d	α	Rankings	Parents	Teachers	Administrators
				Count-Percentage	Count-Percentage	Count-Percentage
1. The overall rating of the vocational program is satisfactory.	4.0	.07	GT(m_d)	55--------19%	31--------30%	20--------24%
			(m_d)	159--------56%	54--------52%	54--------65%
			LE(m_d)	72--------25%	18--------17%	9--------11%
2. The vocational program is meeting the needs of the community.	4.0	.32	GT(m_d)	38--------13%	20--------18%	15--------18%
			(m_d)	140--------49%	61--------57%	50--------60%
			LE(m_d)	108--------38%	27--------25%	18--------22%
3. The development of academic skills is adequately done through vocational programs.	4.0	.08	GT(md)	47--------16%	13--------12%	6--------07%
			(m_d)	116--------41%	49--------46%	40--------48%
			LE(md)	123--------43%	44--------42%	37--------45%
4. Job placement efforts in the vocational program are adequate.	4.0	.17	GT(md)	60--------21%	19--------18%	10--------12%
			(m_d)	120--------42%	53--------50%	31--------37%
			LE(m_d)	106--------37%	35--------32%	42--------51%
5. The quality of vocational instruction is good.	4.0	.22	GT(md)	64--------22%	33--------31%	21--------25%
			(m_d)	140--------49%	59--------55%	49--------59%
			LE(m_d)	82--------29%	15--------14%	13--------16%

m_d = Median
GT = Greater than
LE = Less than

TABLE 7 (Continued)

Survey Item	m_d	α	Rankings	Parents	Teachers	Administrators
				Count-Percentage	Count-Percentage	Count-Percentage
6. The vocational education programs assist students and help them develop skills that will enable them to become useful and contributing citizens in our society.	4.0	.05	GT(m_d)	93--------33%	48--------46%	28--------34%
			(m_d)	137--------48%	51--------49%	45--------54%
			LE(m_d)	56--------19%	6-------- 5%	10--------12%
7. The attitude of the vocational instructor encourages students with special needs to consider enrolling in other vocational classes.	4.0	.03	GT(m_d)	69--------24%	40--------37%	24--------29%
			(m_d)	130--------45%	44--------41%	41--------49%
			LE(m_d)	87--------30%	23--------21%	18--------22%
8. The vocational program is doing a good job of educating students with special needs.	4.0	.96	GT(m_d)	63--------22%	23--------21%	19--------23%
			(m_d)	139--------49%	59--------55%	43--------52%
			LE(m_d)	84--------29%	26--------24%	21--------25%
9. The vocational program is preparing students for advancement in an occupation.	4.0	.13	GT(m_d)	82--------29%	26--------24%	15--------18%
			(m_d)	133--------47%	63--------58%	47--------57%
			LE(m_d)	71--------24%	19--------18%	21--------25%

m_d = Median
GT = Greater than
LE = Less than

TABLE 7 (Continued)

Survey Item	m_d	α	Rankings	Parents	Teachers	Administrators
				Count-Percentage	Count-Percentage	Count-Percentage
10. The vocational program is necessary for students who are in other worthwhile programs.	4.0	.03	GT(m_d) (m_d) LE(m_d)	39--------14% 138--------48% 109--------38%	26--------25% 55--------52% 25--------23%	14--------17% 48--------58% 21--------25%
11. The vocational program prepares students to further their education after high school.	4.0	.23	GT(m_d) (m_d) LE(m_d)	67--------23% 134--------47% 85--------30%	27--------25% 63--------59% 16--------15%	13--------16% 44--------53% 26--------31%
12. The vocational program is preparing students for a wide range of job opportunities available to them.	4.0	.06	GT(m_d) (m_d) LE(m_d)	63--------22% 136--------48% 87--------30%	31--------28% 58--------54% 19--------18%	12--------14% 42--------51% 29--------35%
13. The emphasis is primarily on earning a living through vocational programs.	4.0	.11	GT(m_d) (m_d) LE(m_d)	37--------13% 129--------45% 120--------42%	21--------20% 67--------63% 19--------17%	8--------10% 56--------67% 19--------23%
14. The present vocational program needs to be expanded.	4.0	.05	GT(m_d) (m_d) LE(m_d)	70--------24% 108--------38% 108--------38%	39--------36% 40--------37% 29--------27%	27--------32% 28--------34% 28--------34%

m_d = Median
GT = Greater than
LE = Less than

TABLE 7 (Continued)

Survey Item	m_d	α	Rankings	Parents Count-Percentage	Teachers Count-Percentage	Administrators Count-Percentage
15. If funds are in short supply, the vocational program should be reduced first.	2.0	.00	GT(m_d)	14-------- 5%	1-------- 0%	1-------- 1%
			(m_d)	25-------- 9%	3-------- 3%	4-------- 5%
			LE(m_d)	247--------86%	104--------96%	78--------94%
16. More basic education courses would be more useful than the vocational program now being used.	2.0	.00	GT(m_d)	19-------- 7%	5-------- 5%	3-------- 4%
			(m_d)	36--------12%	5-------- 5%	6-------- 7%
			LE(m_d)	231--------81%	97--------90%	74--------89%
17. Vocational classes are meaningful and helpful to students with special needs.	4.0	.01	GT(m_d)	74--------26%	44--------41%	24--------29%
			(m_d)	155--------54%	59--------55%	55--------66%
			LE(m_d)	57--------20%	4-------- 4%	4-------- 5%

m_d = Median
GT = Greater than
LE = Less than

TABLE 8

Distribution of Teachers and Administrators Rankings Of The Developmental Occupational Program According to the Median

Survey Item	m_d	α	Rankings	Teachers Count-Percentage	Administrators Count-Percentage
18. The planning of work experience programs and/or job training experiences for vocational students is satisfactory.	4.00	.36	GT(m_d)	19--------18%	10--------12%
			(m_d)	62--------58%	46--------55%
			LE(m_d)	25--------24%	27--------33%
19. Diagnosis of learning problems and needs of vocational students are satisfactory.	4.0	.14	GT(m_d)	9--------08%	2--------02%
			(m_d)	46--------43%	39--------47%
			LE(m_d)	52--------49%	42--------51%
20. Identification, evaluation and utilization of instructional materials are appropriate for special students.	4.0	.02	GT(m_d)	17--------16%	4--------05%
			(m_d)	46--------43%	48--------58%
			LE(m_d)	44--------41%	31--------37%
21. Appropriate instructional materials are available.	4.0	.36	GT(m_d)	13--------12%	6--------07%
			(m_d)	60--------57%	44--------53%
			LE(m_d)	33--------31%	33--------40%
22. Teachers possess the necessary skills to coordinate and use community resources and services.	4.0	.64	GT(m_d)	18--------17%	17--------20%
			(m_d)	72--------67%	40--------48%
			LE(m_d)	17--------16%	26--------31%

m_d = Median
GT = Greater than
LE = Less than

TABLE 8 (Continued)

				Teachers	Administrators
Survey Item	m_d	α	Rankings	Count-Percentage	Count-Percentage
23. Instructors manage problems that may develop in working with special students well.	4.0	.99	GT(m_d) (m_d) LE(m_d)	13--------12% 68--------64% 26--------24%	11--------13% 50--------60% 22--------27%
24. The school staff secures the cooperation of other agencies concerned with the welfare of the vocational students.	4.0	.21	GT(m_d) (m_d) LE(m_d)	15--------14% 63--------59% 29--------27%	6--------07% 59--------71% 18--------22%
25. Teachers show no prejudice toward students who have different cultural or racial backgrounds.	4.0	.18	GT(m_d) (m_d) LE(m_d)	20--------19% 46--------42% 42--------39%	23--------28% 44--------53% 16--------19%
26. Teachers assist in students' social and personal growth.	4.0	.48	GT(m_d) (m_d) LE(m_d)	28--------26% 70--------65% 10--------09%	17--------20% 56--------67% 10--------12%
27. Teachers help students to make decisions about future goals.	4.0	.09	GT(m_d) (m_d) LE(md)	32--------30% 58--------54% 18--------16%	15--------18% 63--------76% 5-------- 6%
28. Training for entering the job market is adequate.	4.0	.02	GT(m_d) (m_d) LE(m_d)	17--------16% 58--------55% 31--------29%	4--------05% 46--------55% 33--------40%
29. The course content and training are up to date.	4.0	.22	GT(m_d) (m_d) LE(m_d)	21--------20% 62--------58% 24--------22%	10--------12% 50--------60% 23--------28%

m_d = Median
GT = Greater than
LE = Less than

TABLE 8 (Continued)

Survey Item	m_d	α	Rankings	Teachers Count-Percentage	Administrators Count-Percentage
30. The school staff uses guidance and counseling practices which help vocational students.	4.0	.75	GT(m_d)	22--------21%	15--------18%
			(m_d)	58--------55%	55--------66%
			LE(m_d)	25--------24%	13--------16%
31. The school staff identifies and uses teaching methods which are successful with students who have special needs.	4.0	.14	GT(m_d)	21--------20%	9--------11%
			(m_d)	58--------54%	57--------69%
			LE(m_d)	28--------26%	17--------20%
32. The training of teachers for the special vocational program is adequate.	4.0	.31	GT(m_d)	15--------14%	7--------08%
			(m_d)	50--------48%	36--------43%
			LE(m_d)	40--------38%	40--------48%
33. The vocational facilities are adequate for teaching skills to students with special needs.	4.0	.84	GT(m_d)	10--------09%	8--------10%
			(m_d)	50--------47%	35--------42%
			LE(m_d)	46--------43%	40--------48%
34. The amount of money set aside in the school budget for the special vocational program is adequate.	3.0	.63	GT(m_d)	7--------07%	2--------02%
			(m_d)	36--------34%	28--------34%
			LE(m_d)	63--------59%	53--------64%
35. An adequate portion of the high school curriculum is devoted to vocational program	4.0	.85	GT(m_d)	10--------09%	8--------10%
			(m_d)	58--------54%	51--------61%
			LE(m_d)	39--------36%	24--------29%

m_d = Median
GT = Greater than
LE = Less than

TABLE 8 (Continued)

Survey Item	m_d	α	Rankings	Teachers	Administrators
				Count-Percentage	Count-Percentage
36. Public schools do not provide students with vocational programs early enough.	4.0	.29	GT(m_d)	23--------21%	12--------14%
			(m_d)	38--------36%	36--------43%
			LE(m_d)	46--------43%	35--------42%

m_d = median
GT = Greater than
LE = Less than

STUDENTS' FOLLOW-UP SECTION

STUDENTS' FOLLOW-UP SECTION

This section of the report has been designed for use by program teachers, school administrators, supportative personnel and program supervisors involved with the planning of Developmental Occupational Programs in secondary schools. In addition, the results of the data collected are presented to provide interested audiences at the local educational agencies (LEA) a base for making decisions to improve and enhance those Developmental Occupational Programs which presently exist.

It needs to be stated here that because of the complex process involved in conducting a "comprehensive" follow-up study, it would be erroneous for any audience to perceive the data presented as "typical" of the defined population. However, the 170 students who participated in this study from across the state, do provide some meaningful and useful data, as they report what they experienced while in the Developmental Occupational Program. This is especially true since a follow-up study basically deals with what happened in a given program as reported by the respondents.[13] Thus, the data presented is intended to provide a conceptual framework from which LEAs can use to review and/or evaluate existing programs during their planning process.

Each of the subparts contained in this section are presented in simple terms so as to enable the reader to obtain a clear picture of the results. The subparts are as follows:

1. Rationale for Follow-Up Phase of Study
2. Background information of students
3. Analysis of data from students
4. Conclusions
5. Recommendations

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[13] ____, Guidelines and Practices for Follow-Up Studies (Ohio: The National Center for Research in Vocational Education), p. 139.

Rationale for Follow-Up Phase of Study

For the purpose of this section, the follow-up study is defined simply as an organized plan for ascertaining information about program completers, program leavers and program dropouts.[14] The follow-up segment was designed for this project to determine the Developmental Occupational Program's effectiveness as perceived by the students, in order to obtain ideas for program improvement. Although the current legislation gives impetus for conducting follow-up studies of former vocational students, previous legislation also provided for a focal point on the need for follow-up data. The passage of the Vocational Education Act of 1963 (P.L. 88-210) started an intensive effort to systematically conduct follow-up studies of former vocational students at both the local and state levels. However, with the passage of subsequent legislation, particularly the educational amendments of 1976 (P.L. 94-482), there existed an increased need for conducting and improving follow-up studies of vocational education completers, leavers and dropouts. The need for and lack of evaluation data and information, particularly information focusing on follow-up data, was emphasized in the Educational Amendments of 1976 which states:

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[14] C.V. Good, *Dictionary of Education*, 3rd Ed., (New York: McGraw-Hill Company, 1973), p. 264.

Public Law 94-482, Title II Vocational Education, Section 112(b):

> "In order for the states to assist local educational agencies and other recipients of funds in operating the best possible programs of vocational education. . .
>
> (A) each state shall, during the five-year period of the state plan, evaluate the effectiveness of each program within the State being assisted with funds available under this Act; and the results of this evaluation shall be used to revise the State's programs, and shall be made readily available to the state advisory council; and
>
> (B) each state shall evaluate, by using data collected, wherever possible, by statistically valid sampling techniques, each such program within the state which purports to impact entry level job skills according to the extent to which program completers and leavers - (i) find employment, etc. . .

Therefore, in an effort to obtain valid information for use as a tool in improving the decision-making process with regard to vocational program development, planning service delivery and evaluation; this segment of the study focused on those vocational students who started in the Developmental Occupational Program in 1974. In addition, this phase of the study zeroed in on the following evaluation factors and/or topics as offered in Section 104.402 of the Regulations:

1. Quality and availability of instructional offerings
2. Guidance, counseling and placement, and follow-up services
3. Employment and unemployment status

In summary, since the need and mandate for follow-up studies has been documented; this phase of the project was designed to determine the Developmental Occupational Program's effectiveness as perceived by the students, in order to obtain needed data for improvement of future programs in the state of Kentucky.

Background Information of Students

In part I of the follow-up survey, information was sought from the students as to their demographic characteristics. The respondents in the target sample for this phase of the study consisted of 170 disadvantaged and/or handicapped students who started in the Developmental Occupational Program in the state of Kentucky in 1974. The major features of the sample's background information are apparent, as illustrated in the histograms.[15] The illustrated information was selected from the background information sheets submitted by the respondents. In addition, this information is presented in histograms in order to enable the reader to obtain an accurate description of the types of students participating in the study.

On the basis of the data supplied by the students, fifty-seven percent (97) of the sample consisted of males and forty-three percent (73) were females (see Figure 2). In addition, although the background information sheet included categories of various ethnic groups, the sample only represented two ethnic groups identified as respondents. Of the 170 students participating in the study, sixty-eight percent (116) were Caucasian and thirty-two percent (54) Negro (see Figure 3).

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[15] H.T. Hayslett, Statistics Made Simple (New York: Doubleday and Company, 1968), p. 12.

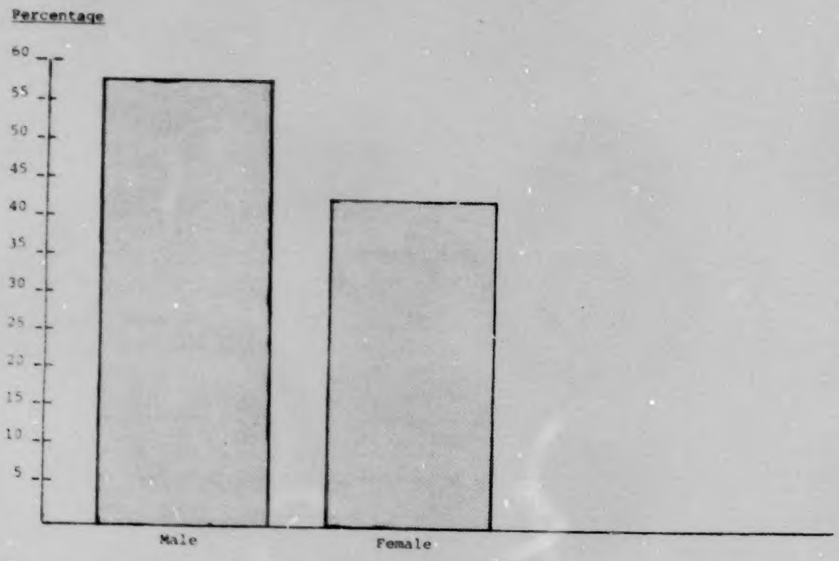

Figure 2 : Sex Distribution of Students Participating in the Study

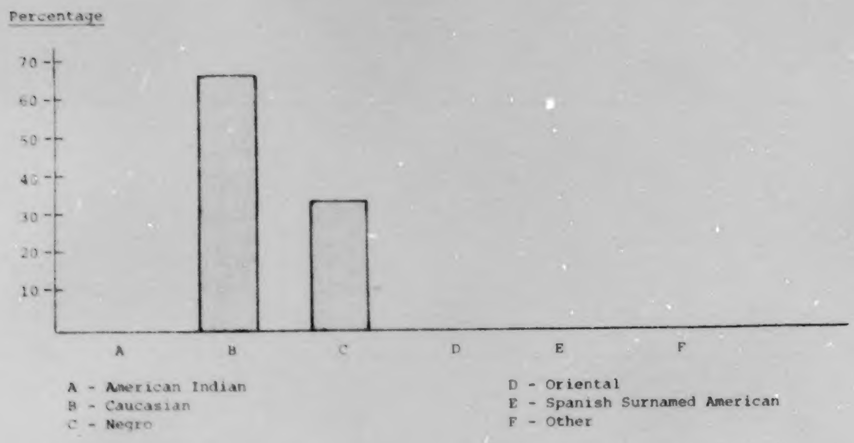

Figure 3: Racial Distribution of Students Participating in the Study

The mode age of the respondents while enrolled in the Developmental Occupational Program was sixteen. Interestingly though, according to the responses, the program serviced students from age fourteen through ages nineteen during the 1974 school year (see Figure 4). Twenty-six percent (44) of the respondents were identified as handicapped, and seventy-four percent (126) of the respondents were identified as disadvantaged (see Figure 5).

Of the 170 students responding to the survey, fifty-six percent (95) were program completers; meaning, they had successfully completed the sequence of vocational instruction in the Developmental Occupational Program. Nineteen percent (32) were reported as program leavers; meaning, they had dropped-out of the Developmental Occupational Program prior to completing the sequence of vocational instruction. Twenty-five percent (43) of the respondents were not identified as program completers or program leavers (see Figure 6).

Of the ninety-five students who had successfully completed the sequence of vocational instruction in the program and graduated from high school, seventy-six percent (72) reported presently employed and twenty percent (19) reported presently unemployed (see Figure 7). Whereas, of the thirty-two students reporting not completing the sequence of vocational instruction in the program, thirty-one percent (10) graduated from high school. In continuing to look at those ten program leavers, eight responded as being presently employed and the remaining two responded as being unemployed.

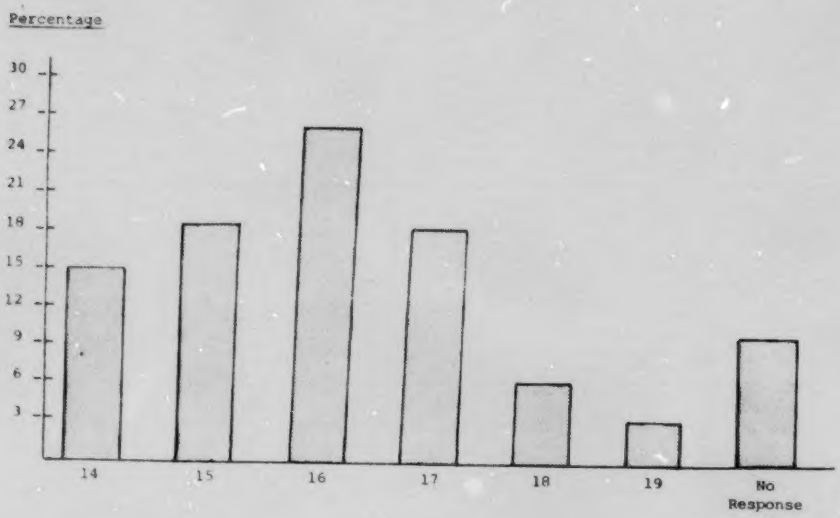

Figure 4: Age Distribution of Students Participating in the Study While Enrolled in the Program

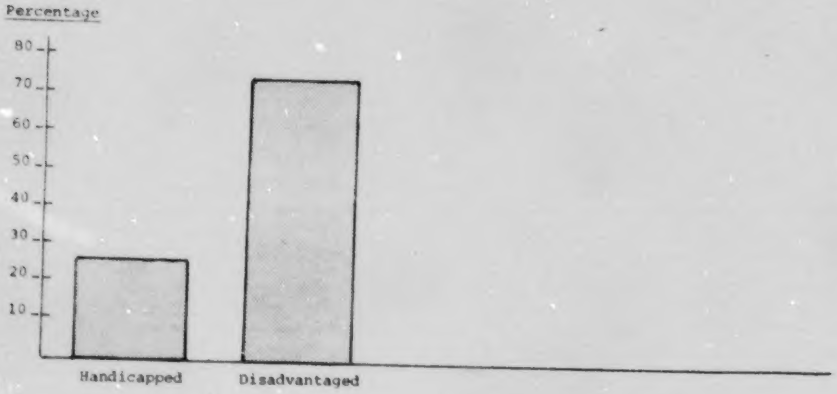

Figure 5: Percentage of Types of Students Identified

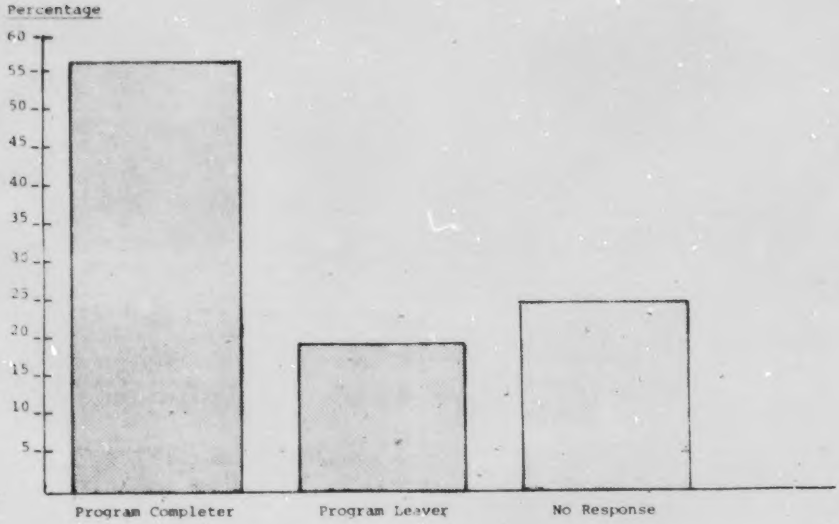

Figure 6: Status of Students Who Had Originally Enrolled in the Developmental Occupational Program

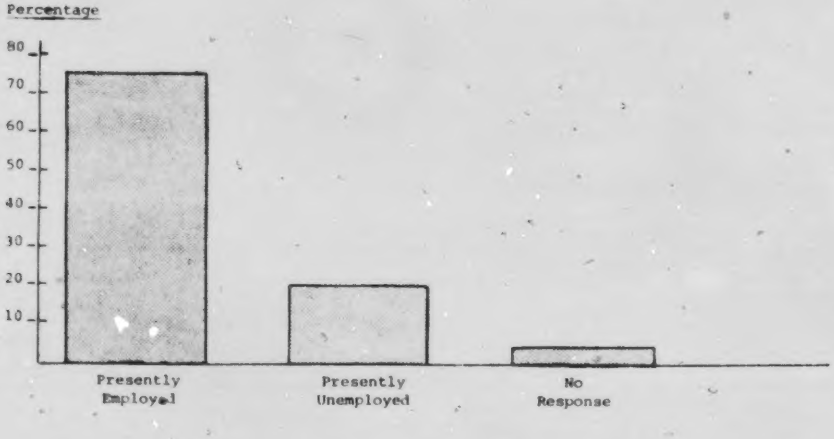

Figure 7: Employment Status of Program Completers who Graduated from High School

When asked their status and/or reason for dropping out of the program, fourteen percent (9) of the program leavers responded that they had not enrolled in any additional vocational and/or training programs since their departure from the Developmental Occupational Program. Three percent (2) of the program leavers felt that they had acquired sufficient entry-level job skills prior to completing the sequence of vocational instruction. Forty-nine percent (32) of the program leavers stated that they did not graduate from high school and thirty-four percent (22) of the program leavers stated that they left the program for reasons unknown (see Figure 8). Oddly, when tabulating the number of program leavers responding to this item, the total number was sixty-five. Therefore, it could be assumed that some of the students who did not identify their status as program completers or program leavers as illustrated in Figure six, were actually program leavers.

When asked to identify their reason for dropping out of high school, both program completers and program leavers responded. Eight percent (5) cited personal problems, fifty percent (32) cited financial problems, six percent (4) obtained employment, thirty-five percent (23) felt that the classes were not what they had expected, and one percent (1) cited classes being too large as their reason for dropping out of high school prior to graduation (see Figure 9).

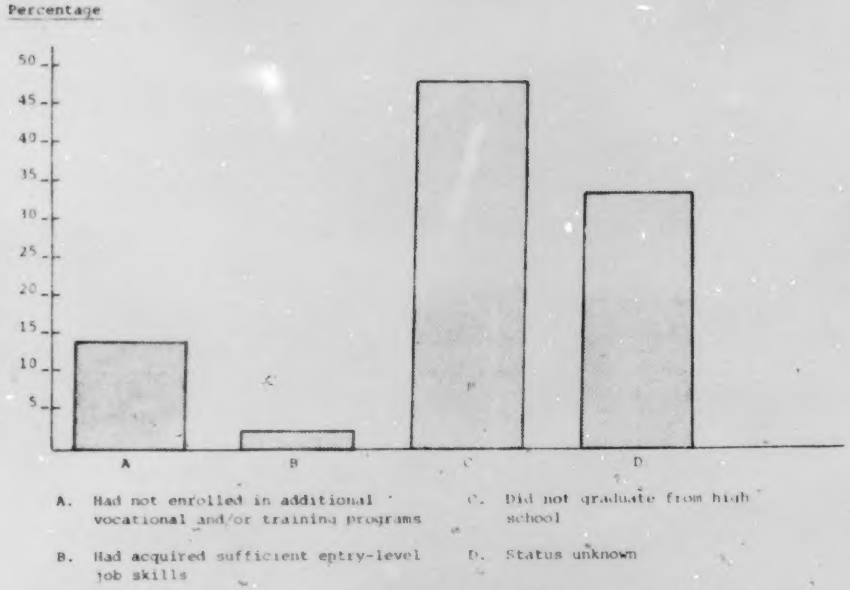

Figure 8: Description of Program Leavers Who Did not Complete Sequence of Vocational Instruction

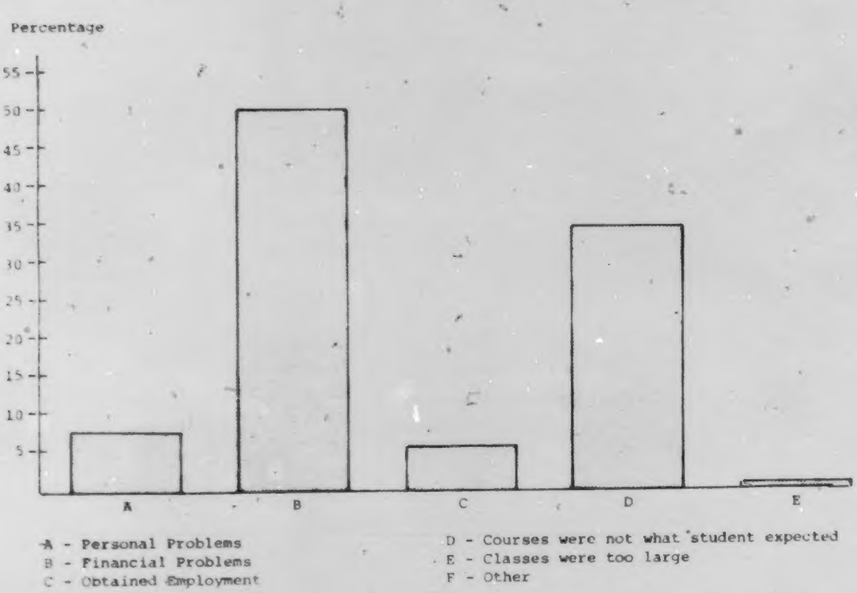

Figure 9: Distribution of Reasons for Dropping Out of High School

In reviewing the present status (1978-79) of the students who had enrolled in the Developmental Occupational Program inclusive of both program completers and program leavers, only a small percent reported being unemployed and not seeking employment. Eight percent (14) reported their present status as a full-time homemaker; seven percent (12) reported being in the military; three percent (5) reported doing voluntary work; forty-five percent (77) reported working full-time (40 or more hours per week); fourteen percent (23) reported working part-time (less than 40 hours per week); nine percent (16) reported being unemployed, but seeking employment; three percent (5) reported being unemployed and not seeking employment; and ten percent (17) reported attending school (see Figure 10).

In summary, the background information obtained from the students shows that the sample consisted of a rather representative group of program completers and program leavers. In addition, the sample was diverse in that it contained students of various age ranges, sex and race; in accordance with types of populations already identified in previous state assessment studies.[16] Therefore, the 170 students participating in this study were reflective of those in the defined population in the state of Kentucky.

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[16] Keith Bayne, An Assessment of Vocational Education Needs of the Disadvantaged and Handicapped in Kentucky (Frankfort: Bureau of Vocational Education, 1977) pp. 25-26.

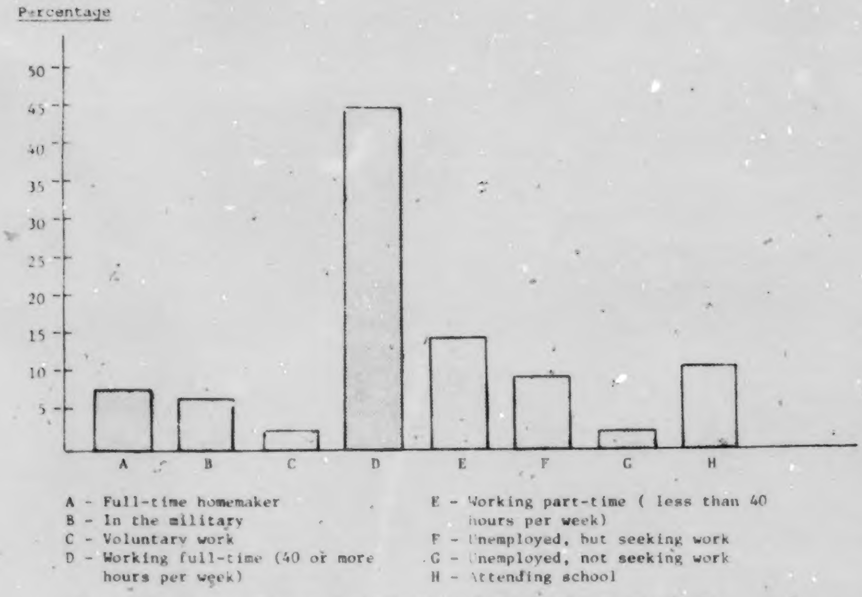

Figure 10: Present Status of all Students Participating in the Study

Analysis of Data from the Students

In order to ascertain the collection of special data on program completers and program leavers, a taxonomy was devised for needed categories to be included in the survey. Therefore, survey item descriptors were obtained from the Federal Register, the Kentucky Five-Year Plan, a review of the literature and the vocational teachers assisting in the collection of the data.[17] After each of the identified categories were analyzed and screened in relation to the scope and objectives of the project, the following taxonomy was employed:

A - Employment orientation
B - Guidance and/or counseling services
C - Employment training
D - Employment placement
E - Follow-up services

Thus is the order in which the results of the students data will be reported in this section.

Employment Orientation

Table 2 (see Research Methodology Section) presents the responses of the students to survey items under the category of employment orientation. As indicated in items

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[17] HEW, "State Evaluation" Federal Register 42 (October, 1977): 53842-53843.

A - written materials about occupations or training programs; C - courses on occupations; F - information about job openings; and G - career information from courses took, over seventy-five percent of the students had participated in or used these activities. The above are employment orientation type activities that can be conducted in the classroom and/or on paper.

When reviewing other items, such as D - field trips to employment agencies; E - employment services from man power development; H - on the job training; I - work experience in the community, only fifty-three percent or less responded as having had exposure to and/or being able to participate in these activities. In addition, the aforementioned survey items could be classified as community out-reach orientation activities; meaning, having to go outside the classroom setting and into the community to conduct.

In summarizing the students' responses, it can be seen that an average of at least forty-two percent of the total sample did have exposure to and/or was able to participate in all of the activities under the category of employment orientation. A range of four percent to thirty-five percent was not exposed to all of the activities and a range of two percent to twenty-five percent of the students did not respond to the items due to various reasons.

Guidance and/or Counseling Services

Student responses under the category of guidance and/or counseling services in Table 3 (see Research Methodology section) show that over fifty-five percent of the sample obtained assistance in each of the four items. Eighty-six percent (147) of the students reported that they had received assistance in exploring and evaluating further educational goals. On the other hand, eleven percent (18) reported not receiving this type of assistance. Eighty-four percent (142) reported obtaining assistance with exploring amd evaluating employment goals; whereas nine percent (16) did not. In the area of resolving personal problems relating to further education or work plans, sixty-two percent (105) of the students reported having received assistance. However, thirty percent (51) reported not receiving assistance in this area of guidance and/or counseling. When asked if the students had obtained assistance with or were encouraged to talk with parents about employment or school plans, fifty-nine percent (100) of the respondents reported they had, twenty-four percent (41) of the respondents reported they had not, and seventeen percent (29) did not respond.

Under this particular category, it is interesting to note that there was a lower percentage of students cited in the column of "missing" as compared to those under the category of employment orientation. It could be assumed that students were more aware or better understood services received from the teachers in this category than the previous one.

Employment Training

Table 4 (see Research Methodology Section) illustrates the data supplied by the students under the category of employment training. When asked if they had received training on interviewing or applying for a job, ninety-four percent (160) of the sample reported "yes" and three percent (5) of the sample reported "no." Eighty-nine percent (152) of the students responded that they had obtained training in how to get along on the job with employees and/or employers, whereas, four percent (7) reported not obtaining training in this area. Sixty-nine percent (118) of the students agreed that they had received assistance in making application for other training programs and twenty-one percent (35) responded that they did not receive assistance and/or training in this area.

In essence, over sixty-five percent of the students reported having been exposed to each of the three areas under the category of employment training. In addition, only a small percentage of data was missing under this category.

Employment Placement

Table 5 (see Research Methodology section) presents the responses of the students to employment placement services and/or experiences received while in the Developmental Occupational Program. When asked if they had received assistance in locating a specific job, fifty percent (85) of the students reported that they had received assistance in this area. Thirty-nine percent (66) reported that they had not received assistance in this area and eleven percent (19) did not respond.

Of the 170 students responding, only forty-three percent (73) reported having had someone encourage an employer to hire them while in the program. Thirty-nine percent (67) reported that no one had encouraged an employer to hire them and the remaining eighteen percent (30) did not respond.

Thirty-five percent (60) responded that they had received assistance in working out special arrangements by explaining their special needs to an employer. On the other hand, forty-six percent (79) reported that they had not received this type of assistance. Eighteen percent (31) of the students did not respond to this survey item. When asked if they had received assistance with training for a specific occupation, twenty-five percent (42) of the students responded "yes", fifty-eight percent (99) responded "no" and seventeen percent (21) did not respond.

In summarizing the data taken from Table 5, it can be seen that at least twenty-five percent of the total sample did receive employment placement services. Whereas, an average of thirty-nine percent of the students did not receive assistance in employment placement services.

Table 6 (see Research Methodology section) illustrates the data obtained from the students under the category of follow-up services. Of the 170 students participating in the study, thirty-four percent (58) reported that they had been contacted to discuss employment problems before the conduct of this study. Fifty-one percent (86) reported that they had not been contacted previously and fifteen percent (26) did not respond to this question.

When asked if they had been contacted to determine their satisfaction with the Developmental Occupational Program before the conduct of this study, twenty-eight percent (48) reported "yes", sixty-one percent (104) responded "no" and eleven percent (18) did not respond to this survey item.

Even though there were only two survey items included under this category, in reviewing the total responses of the students, it can be seen that only twenty-eight percent of the students were contacted for follow-up information about employment or program satisfaction. Therefore, the majority of the sample was not contacted for follow-up information.

Conclusions

The findings of the follow-up study as reported under the analysis of data seem to indicate the following:

1. Financial difficulty was the primary reason for students enrolled in the Developmental Occupational Program dropping out of high school.
2. Under the category of employment orientation, a large majority of the students participated in 'in-housed' classroom activities (e.g., written materials about occupations and training programs, etc.) Thus, the Developmental Occupational Programs were doing an adequate job in this area.
3. There existed a discrepancy under the category of employment orientation in terms of the number of students being exposed to 'in-housed' classroom orientation activities and those being exposed to community out-reach orientation activities.
4. The majority of students in the Developmental Occupational Program received adequate assistance under the category of guidance and/or counseling when exploring and evaluating further educational and employment goals.
5. In the category of employment training, the data obtained shows that the Developmental Occupational Programs are doing an adequate job in providing students with experiences in interviewing and applying for employment; in

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addition to training in the area of employee/employer working relationships.

6. A minimum of half of the students surveyed did not obtain assistance under the category of employment placement while in the Developmental Occupational Program or after they left the program.
7. Financial difficulty was the primary reason for students enrolled in the Developmental Occupational Program dropping out of high school.

Recommendations

Based on the conclusions derived from the data collected from the students, the following recommendations are suggested:

1. Program teachers, administrators, supportative personnel and program supervisors involved in the planning process of Developmental Occupational programs should use the categories identified in this study to compare program services and/or training needs not presently existing at their schools. In addition, they should meet with their local advisory councils to formulate a plan of action for identifying and incorporating community type activities which could be infused into existing programs to strengthen and enhance their program.

2. Since the majority of program leavers identified in this study did not finish high school, it is recommended that the LEA conduct an interest inventory on the students to determine what types of activities and/or additional curriculum needs to be incorporated into the Developmental Occupational Program in an effort to detour the drop-out rate.
3. Based on the proportion of students in the survey that identified financial problems as one major reason for dropping out of school, program staff and local advisory councils might find it useful to investigate the feasibility of expanding and/or incorporating a WECEP unit into their present program.
4. Local school personnel, in cooperation with the guidance department should develop a system of financial counseling for their students, in terms of making them aware of community and/or state resources available.
5. In order to provide a balance in the types of activities provided under the category of employment orientation, program teachers should work with their local advisory councils in order to identify available community resources which are presently not being used.
6. Local school personnel should devise a simple yet useful means of obtaining local follow-up information from the students, for use as a valuable tool in

identifying program needs; rather than simply participate in and/or conduct follow-up studies only as a means of compliance.

Recommendations for Research

It is also suggested that further research be conducted in the following areas:

1. Since the efforts of data collection for this phase of the project were hampered, in part by time constraints and the small amount of interest and/or cooperation from some of the teachers in the program, future research efforts of this nature could be hampered in the same way and thus *cause decisions/ conclusions to be based on a limited amount of data*. Therefore, at a minimum, suggestions involving future follow-up studies in this state, should include a) yearly collection of follow-up data from the students and b) the establishment of a *volunteer* pool of program teachers which would not incorporate the randomization process for selection of participants.
2. Identification of appropriate and feasible strategies for facilitating closer working relationships between the teachers in the Developmental Occupational Program and the community.

3. An analysis of community agencies available for part-time and/or full-time placement of students after they graduate from the program.
4. The establishment and evaluation of a model school program involved in field testing strategies on how to get the most out of the local program advisory council.

PARENTS' SECTION

PARENTS' SECTION

This section of the report has been constructed for use by local advisory councils, program teachers, school administrators, program supervisors and regional directors. The overriding purpose of this portion of the research project, was to obtain perceptions, attitudes and experiences of those parents most directly concerned with the Developmental Occupational Program by having children presently enrolled in the program. In addition, since parents monitor, guide and act as a resource for a whole set of personal values and goals that they want their children to have; they share a partnership with the school in the total development of their child.[18] Likewise, parents have an abundance of information that could prove valuable to the teaching profession in developing programs to better serve the needs of their children.

It needs to be pointed out that several problems were encountered during the collection of surveys and/or obtaining information from the parents. These problems could possibly be the reason, in part, for the small percentage of surveys returned; only 286 of the 1,005 surveys mailed were returned containing useable data. Problem areas identified were as follows:

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[18] Lynn Winslow, "Parent Participation" A Primer On Individualized Education Programs for Handicapped Children (1977): 44-48.

1. Some parents could not read
2. Some parents refused to complete the surveys
3. Some teachers sent the surveys home to the parents by the students - many were not returned
4. Some teachers did not attempt to disseminate any of the surveys to the parents
5. Some parents did not understand certain items on the survey and therefore returned them incomplete
6. Some parents felt that the survey would harm or damage their child while in school

Background Information of Parents

The first section of the survey sought information describing background information of the parents. The respondents for this group, consisted of 286 parents who had disadvantaged and/or handicapped children presently enrolled in the Developmental Occupational Program. This information is illustrated in histograms, in order to enable the reader to obtain an accurate description of the parent group participating in this phase of the study.

On the basis of the data supplied by the parents, eighty-one percent (232) were females, with the remaining nineteen percent (54) being males (see Figure 11). When asked to report their age range, it was found that two percent (6) were between the ages of twenty-one and twenty-five; one percent (3) between twenty-six and thirty; sixteen percent (46) between thirty-one and thirty-five; twenty-seven percent (77) between thirty-six and forty; twenty percent ( ) between forty-one and forty-five; nineteen percent (54) between forty-six and fifty and fifteen percent (43) was between the ages of fifty-one and above (see Figure 12). Based on the age distribution given, there were very few parents involved in the study below the age of thirty.

When asked to state their present occupation, thirty-four percent (97) of the 286 parents reported being a full-time housewife with no outside employment. Thus, this was the largest single occupation reported, even though other parents held positions ranging through various levels of white collar jobs to blue collar jobs. The list below is only a small example of positions reported:

1. Administrative Secretary
2. Avon Salesperson
3. Carpet Layer
4. Cashier
5. Computer Operator
6. Cook
7. Correctional Officer
8. Dental Hygenist
9. Dock Worker
10. Elementary School Principal
11. Factory Worker
12. Farmer
13. Fork-lift Driver
14. G.E. Plant Worker
15. Hair Dresser
16. Jefferson County School Board Supervisor
17. Legal Secretary
18. Manager of Ben Snyder's
19. Manager of Independent Business
20. Miner
21. Packer at Tobacco Company
22. Pottery Thrower
23. Psychologist Therapist
24. Registered Nurse
25. Teacher
26. Teacher's Aide
27. Technical Sepcialist
28. Telephone Clerk
29. Urology Technician
30. Vice President of Sales Company

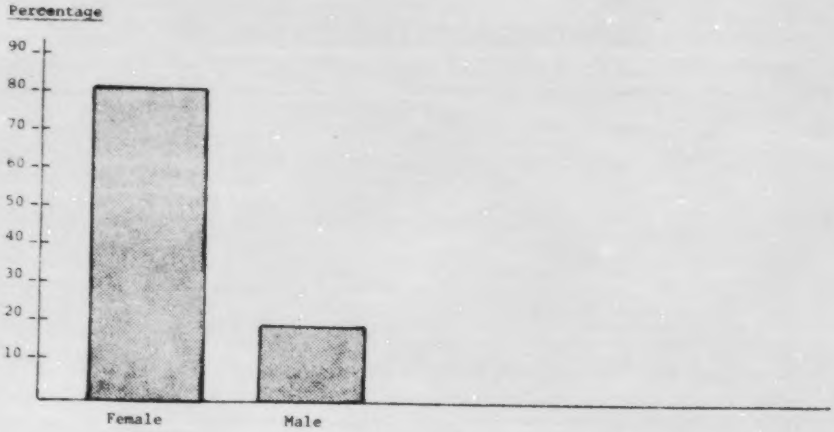

Figure 11: Sex Distribution of Parents Participating in the Study

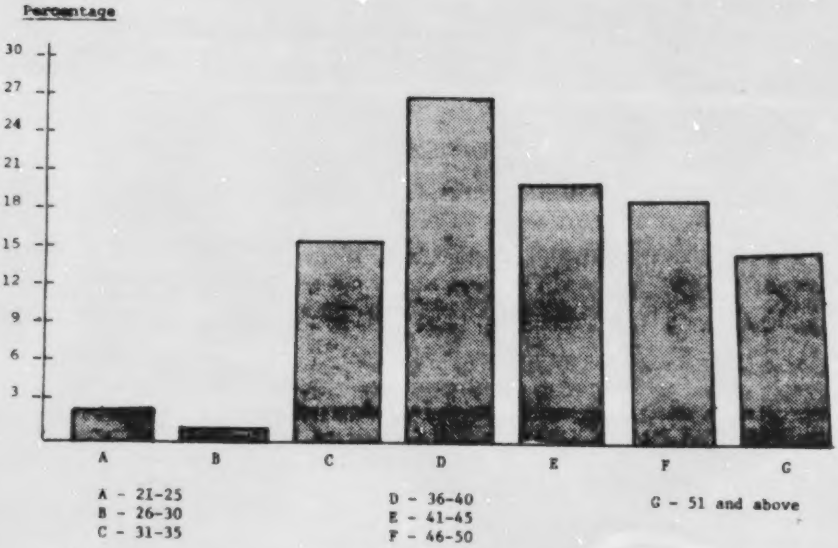

Figure 12: Age Distribution of Parents Participating in the Study

Forty-five percent (129) of the parents reported having one or two children in the household; thirty-nine percent (112) reported having three or four children; eleven percent (31) reported having five or six children; three percent (8) reported having seven or eight children; and two percent (6) reported having nine or more children in the household (see Figure 13). It was interesting to note that those parents with five or more children in the household, usually had an average of two or more children enrolled in the Developmental Occupational Program.

When questioned if they had ever been asked to participate in any activities in the Developmental Occupational Program at their child's school, fourteen percent (40) responded "yes"; seventy-nine percent (226) responded "no"; and seven percent (20) did not reply to the question. However twenty-eight percent (81) of the parents stated that they were presently active in activities and/or programs at the school. Sixty-four percent (183) stated that they were not active in programs and/or activities at their child's school. The remaining eight percent did not respond.

One hundred and six parents cited that they would like to participate in activities in the Developmental Occupational Program; whereas, sixty-three percent (180) stated that they would not like to participate (see Figure 14).

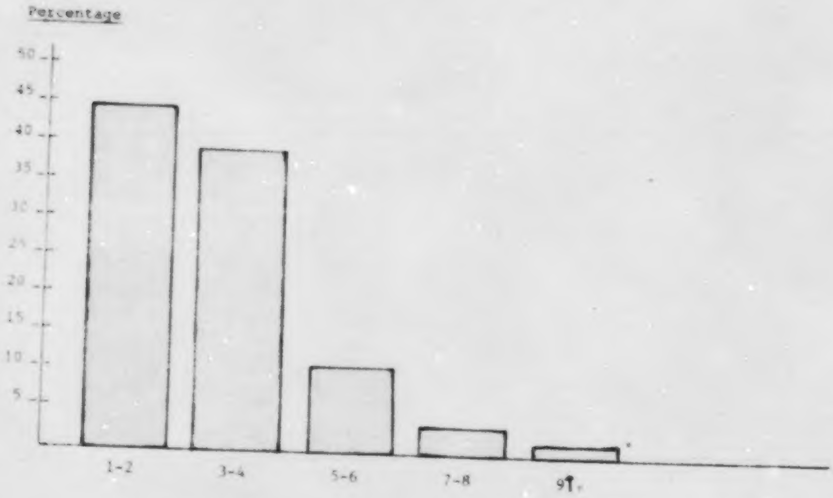

Figure 13: Distribution of Number of Children in the Household

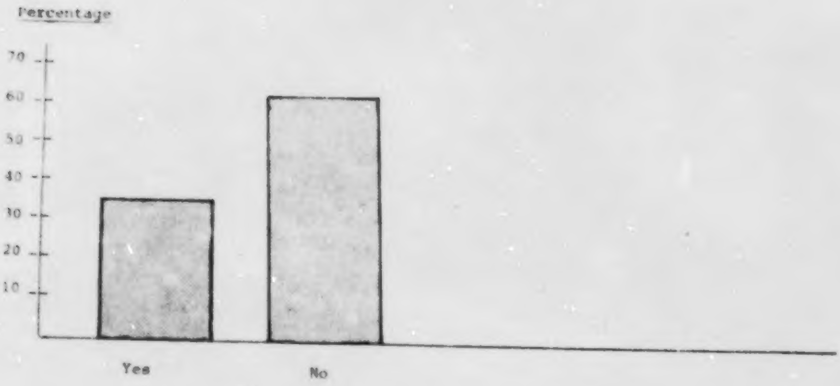

Figure 14: Percentage of Parents Wanting to Participate in Developmental Occupational Program Activities

When asked what suggestions they had for improvements and/or administration of the Developmental Occupational Program, 744 responses were recorded. Obviously, this count far exceeds the number of parents involved in the study; however, on this particular survey question, many parents checked more than one item of the seven provided. Based on the total number of responses recorded, twenty-three percent (168) stated that the program needed more publicity. Eighteen percent (135) of the responses went towards the program needing more courses. Nineteen percent (145) stated that the program needed to offer more work experience off campus. Sixteen percent (118) cited that the program needed to have more involvement of agencies or firms in an advisory capacity. Fourteen percent (106) of the responses went towards more involvement of parents in the program and ten percent (72) of the responses cited that the program needed smaller class sizes (see Figure 15).

In summary, the background information obtained from the parents shows that the respondents came from a variety of employment settings and displayed a wide spectrum of labor areas. In addition, the parent group was diverse in age representation ranging from twenty-one years of age to fifty-one and above. Exclusive of one, every parent reported that their child(ren) was/were being serviced at a school located in the county in which they resided, and the parent group presented an adequate distribution of counties statewide.

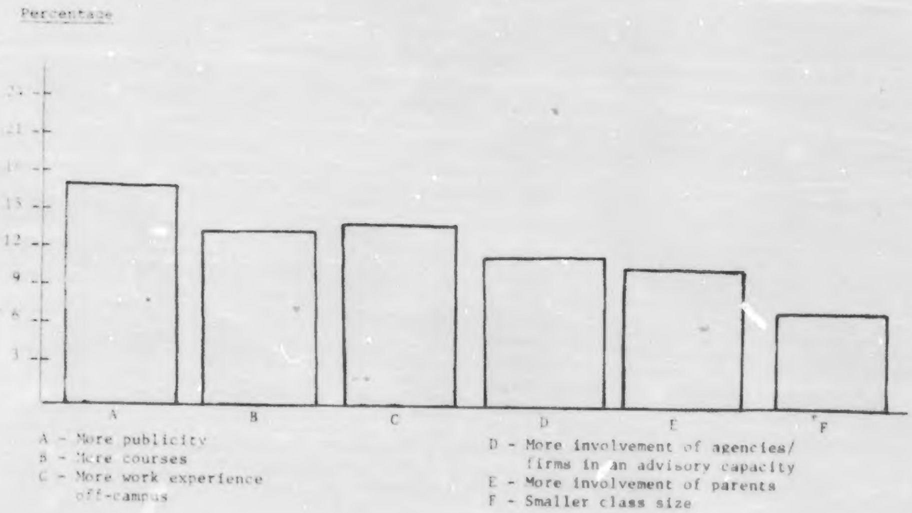

Figure 15: Suggested Areas for Program Improvement as Perceived by Parents

Analysis of Data from the Parents

Table 7 gives the distribution of parent responses to survey items according to the median. Even though only seven survey items produced a significant alpha ( ) level of .05 or below, all items will be discussed.

When asked if they felt that the overall rating of the Developmental Occupational Program was satisfactory, nineteen percent (55) strongly agreed, fifty-six percent agreed and the remaining twenty-five percent (72) disagree.

One hundred and forty or forty-nine percent of the parents agreed that the vocational program was meeting the needs of the community and thirteen percent (38) strongly agreed. Thirty-eight percent (108) felt that the program was not meeting the needs of the community.

Of the 286 parents responding, sixteen percent (47) strongly agreed that the development of academic skills was being adequately done through the vocational program, forty-one percent (116) agreed and forty-three percent (123) strongly disagreed.

A close examination of parent responses in regard to employment placement efforts of the Developmental Occupational Program shows that sixty-three percent (180) felt positive, whereas thirty-seven percent (106) felt that the program was not doing an adequate job in the area of placement.

When asked if the quality of vocational instruction was good in the program, twenty-two percent (64) strongly agreed, fourty-nine percent (140) agreed and twenty-nine percent (82) disagreed.

One hundred and thirty-seven or forty-eight percent of the parents agreed that the vocational program assisted students in developing skills that would enable them to become useful and contributing citizens in society, thirty-three percent (93) strongly agreed and nineteen percent (56) disagreed.

Of the responding parent group, twenty-four percent (69) strongly agreed that the attitude of the vocational instructor encouraged students with special needs to consider enrolling in other vocational courses, forty-five percent (130) agreed and thirty percent (87) disagreed.

A majority of the parents, seventy-one percent (202), responded positive that the vocational program was doing a good job of educating students with special needs. On the other hand, twenty-nine percent (84) responded negatively.

When asked if they felt the special vocational program was necessary for students who were in other worthwhile programs, one hundred and nine or thirty-eight percent of the parents disagree; whereas fourteen percent (39) strongly agreed and forty-eight percent (138) agreed.

Twenty-three percent (67) of the parents strongly agreed that the vocational program did prepare students to further their education after high school and forty-seven percent (134) agreed. However, thirty percent (85) disagreed that this was being done in the program.

When asked if the vocational program was preparing students for a wide range of job opportunities available to them, twenty-two percent (63) strongly agreed, forty-eight percent (136) agreed and thirty percent (87) strongly disagreed.

One hundred and twenty parents or forty-two percent disagreed that the emphasis was primarily on earning a living through vocational programs. On the other hand, 129 parents or forty-five percent agreed and thirteen percent (37) strongly agreed that this emphasis was being done in the program.

Of the 286 parents responding, 108 agreed and 108 disagreed that the present program needs to be expanded. The remaining twenty-four percent (70) strongly agreed to the present program being expanded.

If funds were in short supply, the majority of the parents, 247 or eighty-six percent, strongly disagree that the Developmental Occupational Program should be reduced first. However a small percent, felt that the program should be cut first.

When asked if more basic education courses would be more useful than the program now being used, eighty-one percent (231) disagree, twelve percent (36) agreed and seven percent (19) strongly agreed.

When asked if vocational classes were meaningful and helpful to students with special needs, twenty-six percent (74) strongly agreed, fifty-four percent (155) agreed and twenty percent (57) disagreed.

In summarizing attitudinal responses to specific components of the program, the most outstanding finding demonstrated in Table 7 was that nearly 110 out of 286 parents rated each component favorably. Though that is not the majority, it does reflect a consistency that deems noteworthy.

Conclusions

The findings of the parent surveys as reported under the analysis of data seem to indicate the following:

1. Parents have not been approached by Development Occupational Program personnel to participate in program activities.
2. Parents perceived the present program as needing more publicity and more work experience offered off-campus as two major suggestions for program improvement.
3. The largest negative reaction to the program as perceived by parents was that its emphasis is not on earning a living through the vocational program.
4. A consistency of 100 or more parent counts lead the data to conclude on "limited" bases that:
    - a - the program is not meeting the needs of the community
    - b - the development of academic skills is not being adequately done through the program
    - c - the present Development Occupational Program needs to be expanded
5. Parents strongly felt that monies should not be reduced first in the program if for any reason funds are in short supply.

6. The overall program was perceived as meaningful and helpful to students with special needs.
7. More basic education courses would not be more useful to students with special needs.

Recommendations

Based on the conclusions derived from the data collected from the parents, the following recommendations are suggested:

1. Even though there exists a small percentage of parent participation, additional efforts should be put forth to encourage parental involvement in the Developmental Occupational Program activities.
2. When afforded the opportunity, the program's curriculum should emphasize and incorporate units on "earning a living"; thus encouraging students to become contributing members of society.

Recommendations for Research

It is also suggested that further research be conducted in the following areas:

1. A survey be developed and conducted to identify vocational programs that have been effective in obtaining and utilizing parent/community participation.
2. An investigation should be done in rural areas to determine what types of off campus work experiences are feasible and could be provided to students.

TEACHERS' AND ADMINISTRATORS' SECTION

TEACHERS' AND ADMINISTRATORS' SECTION

This section of the report has been designed for use by program teachers, school administrators, regional directors and advisory councils. The purpose of this phase of the study was to obtain attitudinal perceptions of both teachers and administrators presently involved in Developmental Occupational Programs at their schools.

In order to enable the reader to obtain an accurate description of the type of teacher group and administrative group providing the data, major features of both samples' background information will be provided separately, in addition to being illustrated in histograms.

Background Information of Teachers

Of the 108 teachers participating in the study, sixty-nine percent (75) were females and thirty-one percent (33) were males (see Figure 16). When asked to report their age range, it was found that eight percent (9) were between the ages of twenty-one and twenty-five; twenty-five percent (27) between twenty-six and thirty; twenty-eight percent (30) between thirty-one and thirty-five; ten percent (11) between thirty-six and forty; nine percent (10) between forty-one and forty-five; fifteen percent (16) was between the ages of forty-six and above; and the remaining five percent (5) did not respond (see Figure 17).

Three percent (3) of the respondents held an Associate degree, thirty-one percent (33) held a Bachelor's degree and fifty-eight percent (63) held a Master's degree. Three percent (3) of the teachers cited "other" as their present educational level and six percent (6) did not respond. There were no special needs teachers holding a Doctorate degree (see Figure 18).

A large percentage of the respondents indicated that they had been employed seven to nine years full-time in the teaching profession. Twelve percent (13) had only taught one to three years; eight percent (9) had taught four to six years; ten percent (11) had taught ten to twelve years; thirteen percent (14) had taught thirteen to fifteen years; eleven percent (12) had taught sixteen to twenty years; ten percent (11) had taught twenty-one or more years; and the remaining six percent did not respond (see Figure 19).

When asked to describe the types of students they taught, twenty-three percent (24) stated disadvantaged; fifteen percent (16) stated handicapped; and fifty-one percent (55) indicated that they taught both. Twelve percent (13) of the teachers did not respond (see Figure 20). Seventy-nine percent (85) of the teachers responded that they

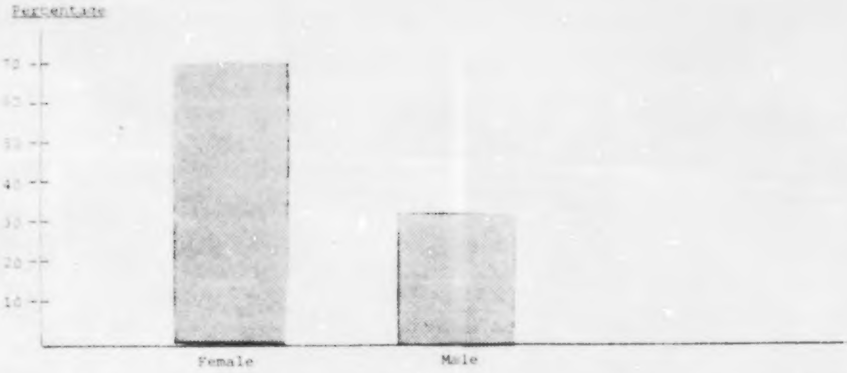

Figure 16: Sex Distribution of Teachers Participating in the Study

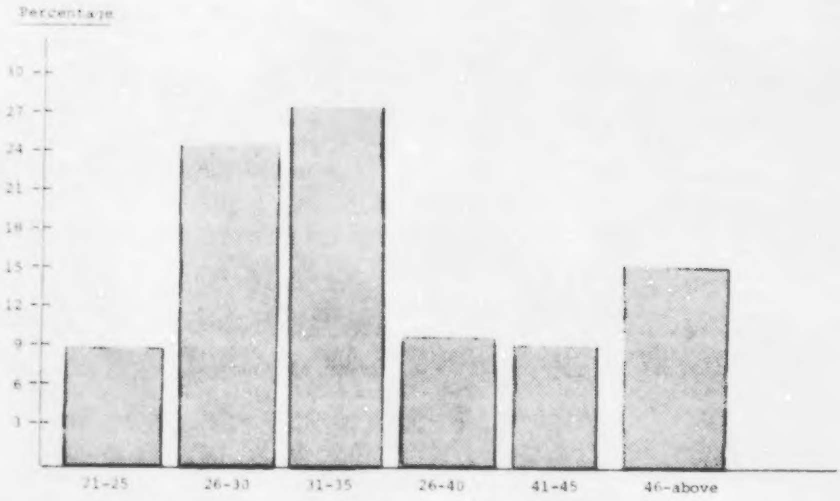

Figure 17: Age Distribution of Teachers Participating in the Study

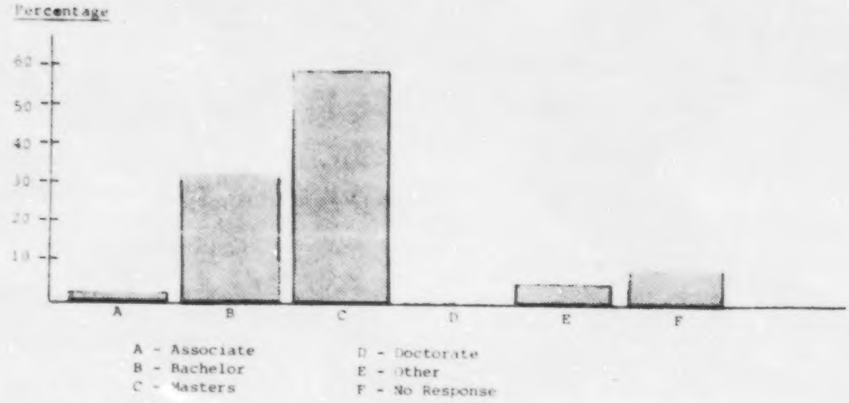

Figure 18: Distribution of Present Educational Level of Teachers

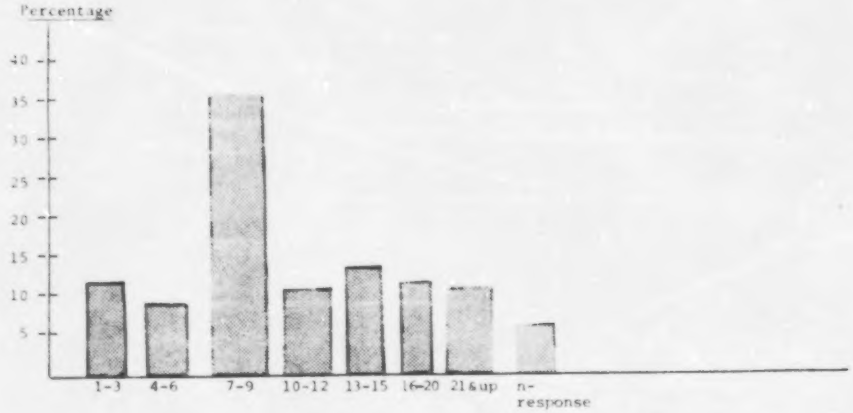

Figure 19: Percentage of Years Employed Full-Time in the Teaching Profession

taught disadvantaged and/or handicapped in mainstreamed classes. Whereas eight percent (9) indicated that they taught students in self-contained classes. Thirteen percent (14) did not respond.

In reviewing the number of years the teachers had taught disadvantaged and/or handicapped students, it was found that twenty-seven percent (29) had taught one to three years; seventeen percent (18) had taught four to six years; sixteen percent (17) had taught seven to nine years; nine percent (10) had taught ten to twelve years; five percent (5) had taught thirteen to fifteen years; nine percent (10) had taught sixteen to twenty years; and three percent (3) had taught special needs students for twenty-one or more years. Twelve percent (13) did not respond (see Figure 21).

When asked if they had any special preparation for their present work with disadvantaged and/or handicapped learners, fifty-one percent (55) of the teachers responded "yes", thirty-six percent (39) responded "no" and the remaining thirteen percent (14) did not reply.

Of the ten experiences listed as possible resources for obtaining preparation for work with disadvantaged and/or handicapped learners, three types of experiences were identified most frequently by the teachers. Eighteen percent (19) of the teachers

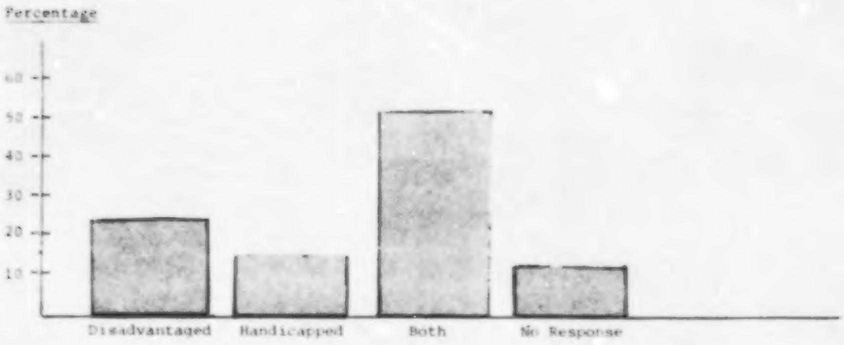

Figure 20: Distribution of the Types of Students Taught by the Teachers

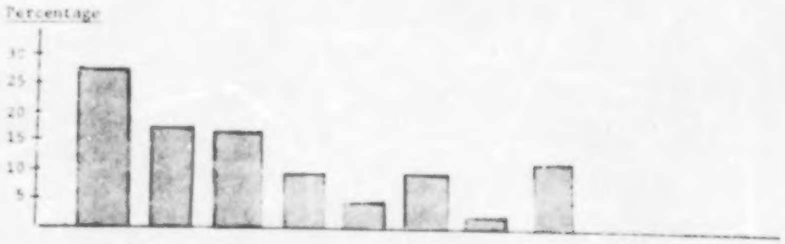

Figure 21 : Percentage of Years the Teachers had Taught Disadvantaged and/or Handicapped Students

identified inservice programs sponsored by the local school system; fifteen percent (16) identified university courses in special education; and twenty percent (22) identified their readings as experiences which have prepared them to work with special needs learners (see Figure 22).

Twenty-seven percent (29) of the teachers felt that more involvement of agencies or firms in an advisory capacity would improve the Developmental Occupational Program. Twenty-two percent (24) felt that offering work experience off campus would improve the program. Sixteen percent (17) felt that more publicity about the program, more courses offered at the high school and more involvement of parents would improve the special vocational program. Only three percent (3) of the teachers felt that smaller class sizes would improve the present program (see Figure 23).

In summarizing the background information obtained from the teacher group, it can be seen that the majority of the respondents were females. The sample represented a wide age range with the largest number of teachers holding a Master's degree. In addition, the sample consisted of a mixture of beginning teachers through those that had been teaching for twenty or more years. The sample also had a wide range of years of experience in working with disadvantaged and/or handicapped students.

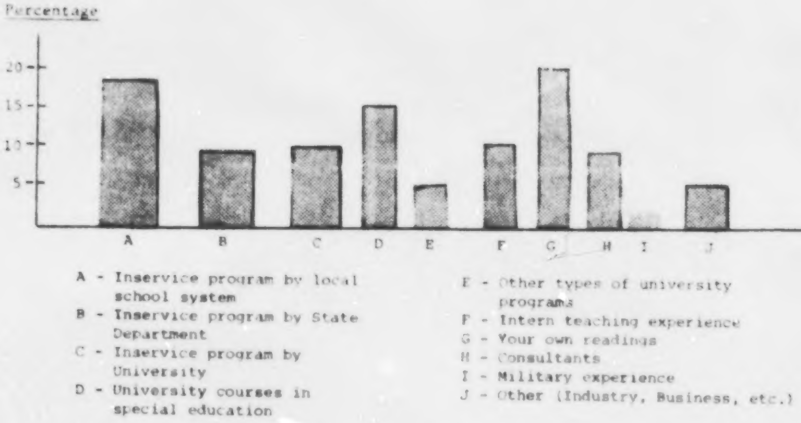

Figure 22: Distribution of Preparation Experience for Working with Special Learners

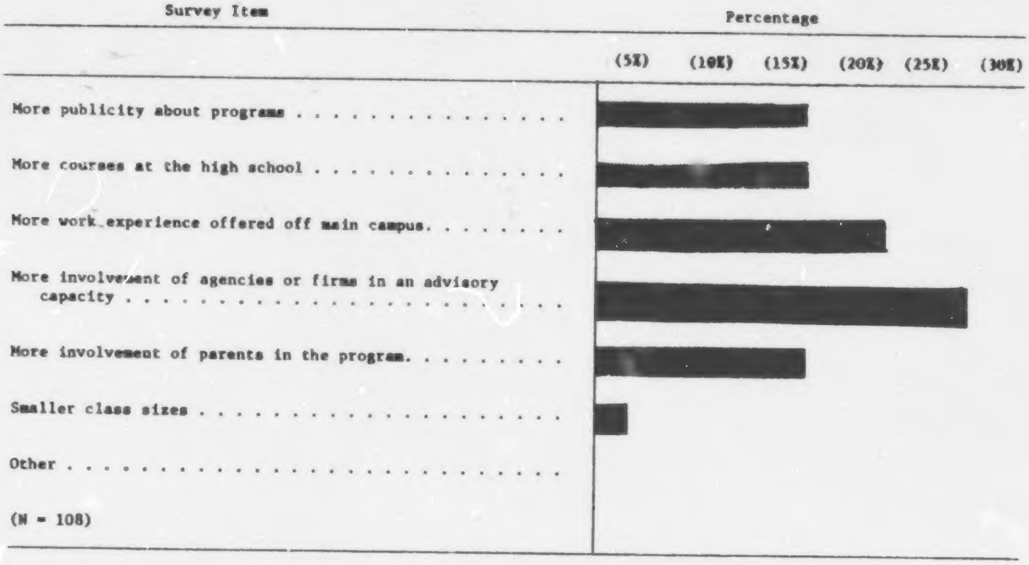

Figure 23: Percentage of Areas for Program Improvement as Perceived by Teachers

Background Information of Administrators

On the basis of the data supplied by the administrators, eighty-two percent (68) were males and eighteen percent (15) were females (see Figure 24). When asked to report their age range, it was found that one percent (1) was between the age of twenty-one and twenty-five; five percent (4) were between the ages of twenty-six and thirty; twenty-three percent (19) between thirty-one and thirty-five, nineteen percent (16) between thirty-six and forty; twenty-three percent (19) between forty-one and forty-five; sixteen percent (13) between forty-six and fifty and thirteen percent (11) were fifty-one years of age and above (see Figure 25).

When asked to report their present educational level, the majority of the administrators held a Master's degree. No administrator held an Associate degree, one administrator held a Bachelor's degree, two held a Doctorate degree and the remaining ninety-six percent (80) held a Master's degree (see Figure 26).

Of the eighty-three respondents, sixteen percent (13) were employed full-time in the teaching profession one to three years prior to obtaining an administrative position. Thirty percent (25) had taught four to six years; twenty-seven percent (22) had taught seven to nine years; fourteen percent (12) had taught ten to twelve years; five percent

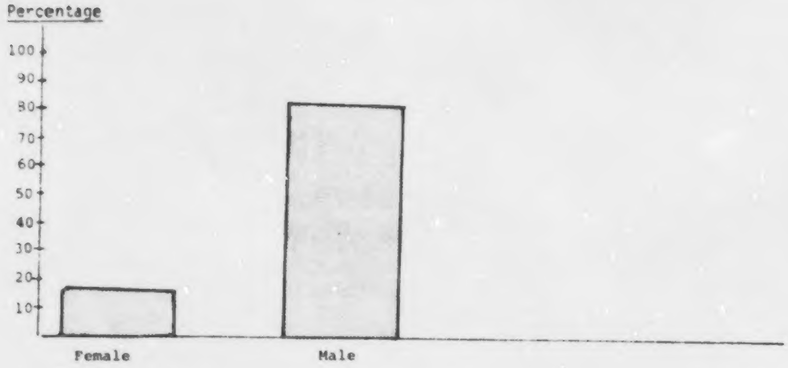

Figure 24 : Sex Distribution of Administrators Participating in the Study

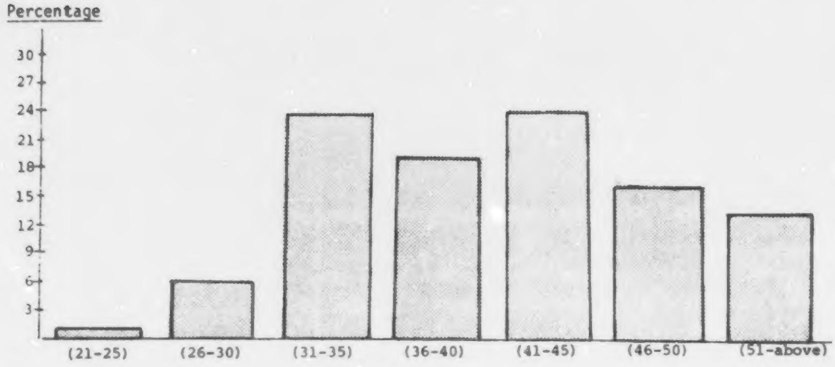

Figure 25 : Age Distribution of Administrators Participating in the Study

(4) had taught thirteen to fifteen years and eight percent (7) had taught sixteen or more years (see Figure 27).

Forty-five percent (37) of the administrators had never taught disadvantaged or handicapped students. However, thirty-one percent (26) had taught both disadvantaged and handicapped students. Twenty-three percent (19) had only taught disadvantaged students and only one percent (1) had taught handicapped students (see Figure 28).

In reviewing the types of administrative position titles of the sample, it was found that thirty-five percent (29) were principals, thirty percent (25) were assistant principals, two percent (2) were supervisors, twenty-three percent (19) were counselors and the remaining nine percent cited "other" (see Figure 29).

When asked to report the type of training and/or preparation that was made available to instructors working with disadvantaged and/or handicapped students, forty-eight percent (40) reported inservice workshops; twenty-three percent (19) reported university courses; two percent (2) provided intern teaching; fifteen percent (12) reported administrative assistance; six percent (5) reported parental assistance; and six percent (5) reported other types of training being made available to the special needs instructor (see Figure 30).

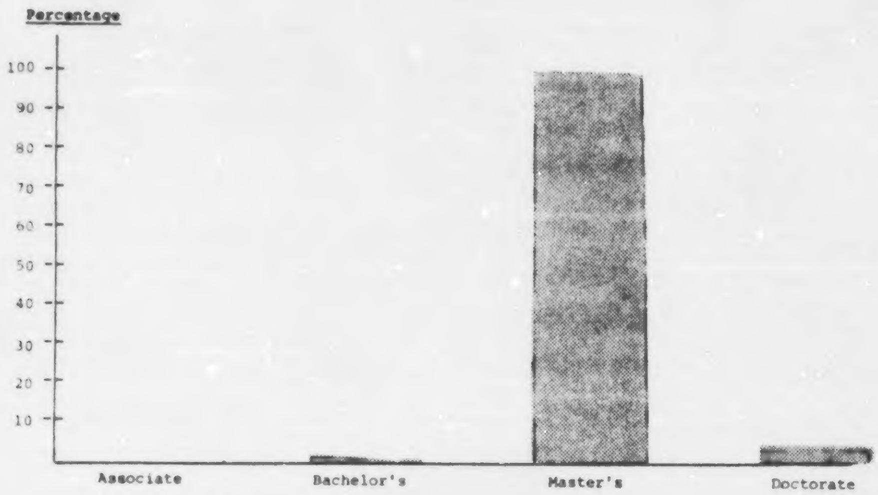

Figure 26: Distribution of Present Educational Level of Administrators Participating in the Study

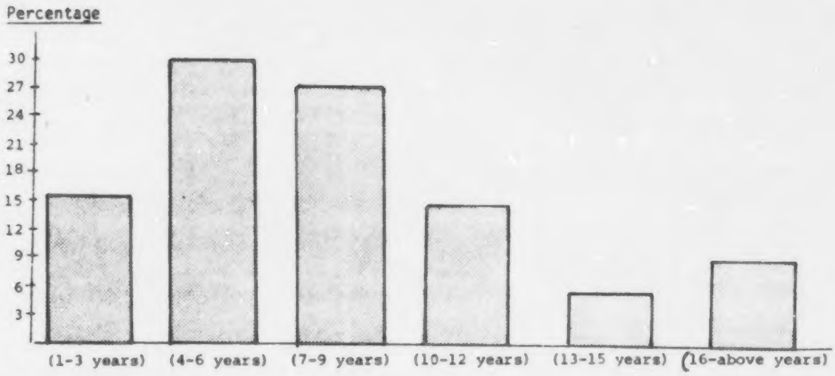

Figure 27 : Percentage of Years Administrators were Employed Full-time in the Teaching Profession Prior to Obtaining Present Position

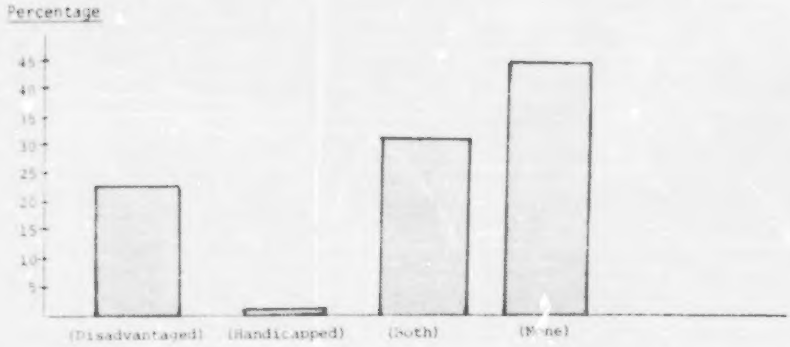

Figure 28 : Percentage of Administrators Having Taught Disadvantaged and/or Handicapped Students

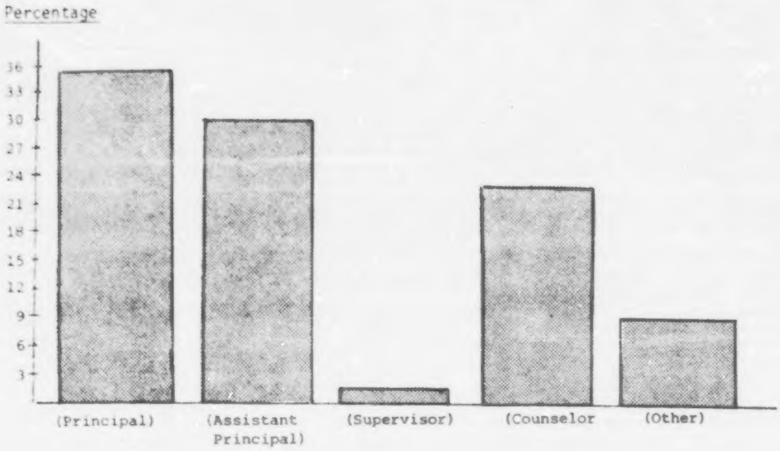

Figure 29 : Distribution of Administrative Position Titles Participating in the Study

Of the eighty-three administrators responding, ninety-five percent (79) spent five or less hours per week in the classroom of disadvantaged and/or handicapped learners. Four percent (3) spent from six to ten hours per week in the class, and one administrator spent sixteen to twenty hours per week in the classroom of special needs learners (see Figure 31).

In analyzing program evaluations, it was found that forty-two percent (35) of the administrators did conduct periodic program evaluations, nineteen percent (16) did not and thirty-nine percent (32) did not respond. When asked if they used the evaluations for future program planning, thirty-seven percent (31) responded "yes", twenty percent (17) responded "no" and the remaining forty-three percent (35) did not respond (see Figure 32).

Twenty percent (17) of the administrators felt that more involvement of parents would improve the existing program. Eighteen percent (15) felt that more publicity about the program and more involvement of agencies or firms in an advisory capacity would improve the program. Seventeen percent (14) felt that more work experience offered off campus would improve the program. Fourteen percent (12) felt the need
183 for more courses at the high school level and ten percent (8) felt that smaller
class sizes would improve the program (see Figure 33). 184

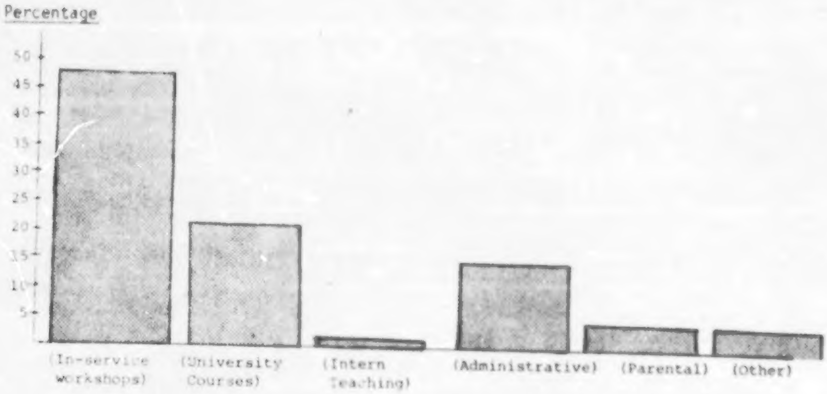

Figure 30 : Distribution of Types of Training and/or Preparation Made Available to Instructors that work with Disadvantaged and/or Handicapped students by Administrators

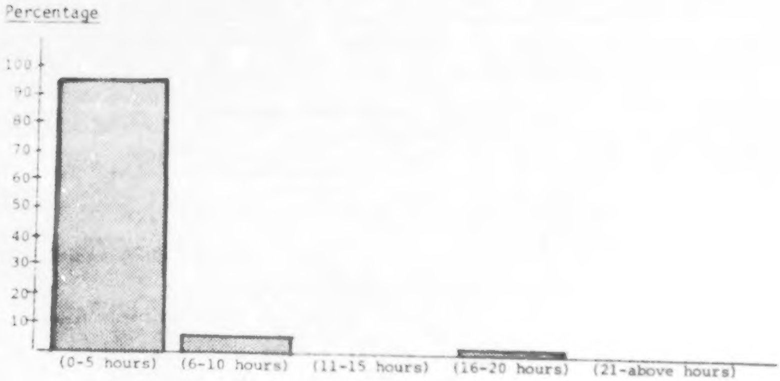

Figure 31 : Distribution of Hours per Week Administrators Spend in the classroom of Disadvantaged and/or Handicapped students

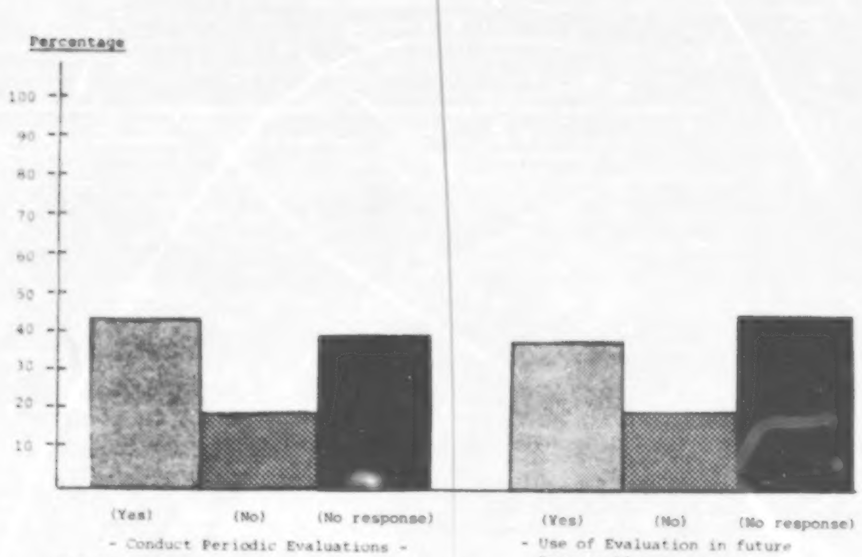

Figure 32: Distribution of Administrators Conducting and Using Periodic Evaluations of Their Developmental Occupational Programs

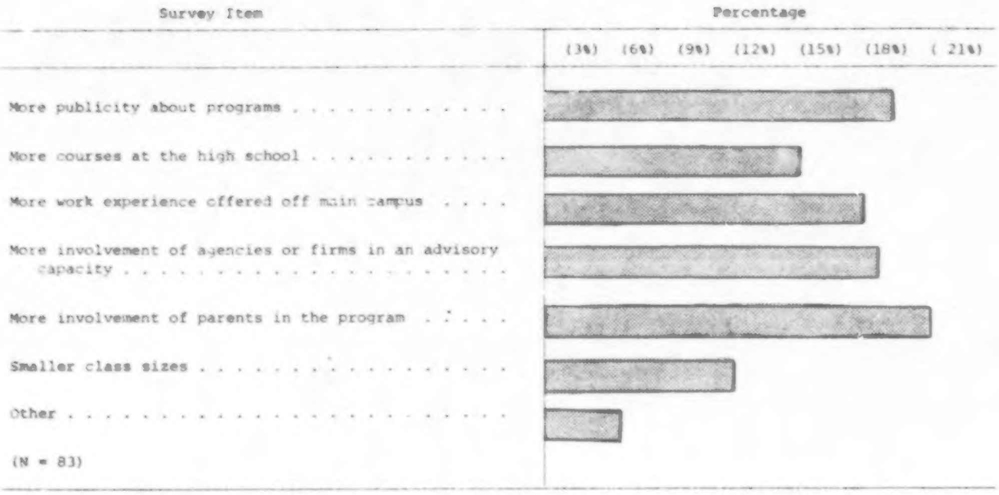

Figure 33: Percentage of Areas for Program Improvement as Perceived by Administrators

In summary, the background information shows that the majority of the respondents for this particular group was males. In addition, most administrators were thirty years of age or over; however representation was evident from twenty-one to fifty-one years of age. The majority of the respondents held a Master's degree. All administrators had had some teaching experience prior to their present position, but not everyone had taught disadvantaged and/or handicapped learners. A large number of administrators spent from zero to five hours per week in the classroom of special needs learners.

Analysis of Data from the Teachers and Administrators

Tables 7 and 8 (see Research Methodology Section) present the responses of both teachers and administrators to survey items according to the median. Even though the number of teachers exceed the number of administrators participating in the study, each survey item will be compared based on the total percentage per group.

When asked if they felt that the overall rating of the Developmental Occupational Program was satisfactory, thirty percent of the teachers strongly agreed and twenty-four percent of the administrators strongly agreed; fifty-two percent of the teachers agreed and sixty-five percent of the administrators agreed; seventeen percent of the teachers disagreed and eleven percent of the administrators strongly disagreed.

Based on the median of both samples, sixty percent (50) of the administrators agreed that the vocational program was meeting the needs of the community and fifty-seven percent (61) of the teachers agreed. In contrast, twenty-five (27) percent of the teachers and twenty-two percent (18) of the administrators did not perceive the program as meeting the needs of the community.

Only seven percent (6) of the administrators strongly agreed that the development of academic skills was being adequately done through the special vocational program; twelve percent (13) of the teachers strongly agreed. Forty-eight percent (40) of the administrators and forty-six percent (49) of the teachers felt that the program was doing an adequate job in this area. Forty-five percent (37) of the administrators and forty-two percent (44) of the teachers disagreed that the development of academic skills was being adequately done through the vocational program.

A close examination of percentages between groups show fifty percent (53) of the teachers felt that job placement efforts in the program were adequate, whereas a lesser percent (thirty-seven) of administrators agreed that these efforts were adequate. Thirty-two percent (35) of the teachers and fifty-one percent (42) of the administrators strongly disagreed that this was being done.

When asked if the quality of vocational instruction was good, thirty-one percent (33) of the teachers and twenty-five percent (21) of the administrators strongly agreed; fifty-five percent (59) of the teachers and fifty-nine percent (49) of the administrators agreed; fourteen percent (15) of the teachers and sixteen percent (13) of the administrators disagreed. The majority of both groups responded positive that the Developmental Occupational Program assisted and helped students develop skills that would enable them to become useful and contributing citizens. The remaining five percent (6) of teachers and twelve percent (10) of administrators felt that the program did not assist students to develop skills that would enable them to become useful and contributing citizens.

Thirty-seven percent (40) of the teachers and twenty-nine percent (24) of the administrators strongly felt that the attitude of the instructor encouraged students with special needs to consider enrolling in other vocational classes. Forty-one percent (44) of the teachers agreed and forty-nine percent (41) of the administrators agreed that this was being done. Twenty-one percent (23) of the teachers and twenty-two percent (18) of the administrators disagreed that the instructor's attitude encouraged the students to enroll in other vocational classes.

Of the teachers and administrators participating in the study, twenty-four percent (26) of the teacher group and twenty-five percent (21) of the administrative group disagreed that the program was doing a good job of educating students with special needs. The remaining seventy-six percent (82) of the teachers group and seventy-five percent (62) of the administrative group felt that the vocational program was doing a good job in this area.

Only eighteen percent (19) of the teachers and twenty-five percent (21) of the administrators strongly disagreed that the program was preparing students for advancement in an occupation. Fifty-eight percent (63) of the teachers and fifty-seven percent (47) of the administrators agreed that the program was preparing students for advancement and twenty-four percent (26) of the teachers and eighteen percent (15) of the administrators strongly agreed.

A close examination of percentages between groups show that twenty-five percent (26) of the teachers strongly agreed and only seventeen percent (14) of the administrators strongly agreed the vocational program is necessary for students who are in other worthwhile programs. Twenty-three percent (25) of the teachers and twenty-five percent (21) of the administrators disagreed that the program was necessary for students in other worthwhile programs.

193 When asked if the vocational program prepares students to further their education
after school, twenty-five percent (27) of the teachers and sixteen percent (13) of the 194

administrators strongly agreed; fifty-nine percent (63) of the teachers and fifty-three percent (44) of the administrators agreed; and fifteen percent (16) of the teachers and thirty-one percent (26) of the administrators strongly disagreed.

Twenty-eight percent (31) of the teachers and only fourteen percent (12) of the administrators strongly agreed that the program was preparing students for a wide range of job opportunities available to them. Whereas eighteen percent (19) of the teachers and thirty-five percent (29) of the administrators disagreed that this was being done in the program.

The majority of both groups responded positive that the emphasis was primarily on earning a living through the special vocational program. The remaining seventeen percent (19) of the teachers and twenty-three percent (19) of the administrators disagreed.

Of the two groups participating in the study, thirty-six percent (39) of the teacher group and thirty-two percent (27) of the administrative group strongly felt that the present program needs to be expanded. Thirty-seven percent (40) of the teachers and thirty-four percent (28) of the administrators agreed. The remaining twenty-seven percent (29) of the teachers and thirty-four percent (28) of the administrators disagreed that the present program needs to be expanded.

Both groups unanimously disagreed that if funds were in short supply, the vocational program should be reduced first. Only three percent (3) of the teachers and six percent (5) of the administrators felt the opposite.

Only ten percent (10) of the teachers and eleven percent (9) of the administrators agreed that more basic education courses would be more useful than the vocational program now being used. Ninety percent (97) of the teachers and eighty-nine percent (74) of the administrators disagreed.

When asked if the vocational classes are meaningful and helpful to students with special needs, only four percent (4) of the teachers and five percent (4) of the administrators disagreed. The remaining ninety-six percent (103) of the teachers and ninety-five percent (79) of the administrators felt that the vocational classes were meaningful and helpful.

A close examination of percentages between groups show that the teachers felt more positive than the administrators. Fifty-eight percent (62) of the teachers and fifty-five percent (46) of the administrators agreed that the planning of work experience programs and/or job training experiences for vocational students is satisfactory. Whereas, thirty-three percent (27) of the administrators disagreed and twenty-four percent (25) of the teachers disagreed.

Interestingly, a large number of administrators, fifty-one percent (42) and forty-nine percent (52) of the teachers disagreed that the diagnosis of learning problems and needs of vocational students are satisfactory. Forty-three percent (46) of the teachers and forty-seven percent (39) of the administrators agreed.

Sixteen percent (17) of the teachers and five percent (4) of the administrators strongly agreed that the identification, evaluation and utilization of instructional materials are appropriate for special students. Forty-three percent (46) of the teachers and fifty-eight percent (48) of the administrators agreed. Forty-one percent (44) of the teachers and thirty-seven percent (31) of the administrators disagreed.

Of the two groups participating, a larger number of teachers, eighty-four percent (90) agreed that instructors possess the necessary skills to coordinate and use community resources and services; whereas, a lesser number of administrators, sixty-eight percent (57) agreed. Sixteen percent (17) of the teachers and thirty-one percent (26) of the administrators disagreed.

Only seven percent (6) of the administrators and fourteen percent (15) of the teachers strongly agreed that the school staff secures the cooperation of other agencies concerned with the welfare of the students. Fifty-nine percent (63) of the teachers and seventy-one percent (59) of the administrators agreed. Twenty-seven percent (29) of the teachers and twenty-two percent (18) of the administrators disagreed.

When asked if teachers show no prejudice toward students who have different cultural or racial backgrounds, nineteen percent (20) of the teachers and twenty-eight percent (23) of the administrators strongly agreed; forty-two percent (46) of the teachers and fifty-three percent (44) of the administrators agreed; and thirty-nine percent (42) of the teachers and nineteen percent (16) of the administrators disagreed.

Both groups basically felt positive that the teachers assist in students' social and personal growth. However, nine percent (10) of the teachers and twelve percent (10) of the administrators disagreed.

A close examination of percentages between groups show that the teachers felt more positive that training for entering the job market is adequately done in the program. The remaining twenty-nine percent (31) of the teachers and forty percent (33) of the administrators disagreed that this was being done.

Twenty percent (21) of the teachers and only twelve percent (10) of the administrators strongly agreed that the course content and training are up to date within the program. Fifty-eight percent (62) of the teachers and sixty percent (50) of the
201 administrators agreed. Twenty-two percent (24) of the teachers and twenty-eight percent 202

(23) of the administrators disagreed that the course content and training are up to date

When asked if the school staff uses guidance and counseling practices which help vocational students, twenty-one percent (22) of the teachers and eighteen percent (15) of the administrators strongly agreed; fifty-five percent (58) of the teachers and sixty-six percent (55) of the administrators agreed; and twenty-four percent (25) of the teachers and sixteen percent (13) of the administrators disagreed.

The majority of both groups responded positive that the school staff identifies and uses teaching methods which are successful with students who have special needs. The remaining twenty-six percent (28) of the teachers and twenty percent (17) of the administrators did not agree that this was being done.

Of the two groups participating in the study, forty-eight percent (50) of the teachers and forty-three percent (36) of the administrators agreed that the training of teachers for the special vocational program is adequate. However, thirty-eight percent (40) of the teachers and forty-eight percent (40) of the administrators disagreed.

Only nine percent (10) of the teachers and ten percent (8) of the administrators strongly agreed that the vocational facilities are adequate for teaching skills to students with special needs. On the other hand, forty-three percent (46) of the teachers and forty-eight percent (40) of the administrators disagreed that the vocational facilities are adequate.

The majority of both groups, fifty-nine percent (63) and sixty-four percent (53), disagreed that the amount of money set aside in the school budget for the special vocational program is adequate.

When asked if the public schools do not provide students with vocational programs early enough, twenty-one percent (23) of the the teachers and fourteen percent (12) of the administrators strongly agreed; thirty-six percent (38) of the teachers and forty-three percent (36) of the administrators agreed; and forty-three percent (46) of the teachers and forty-two percent (35) of the administrators disagreed.

Conclusions

The findings of the teacher and administrator surveys as reported under the analysis of data seem to indicate the following:

1. Inservice programs provided by local school systems and individual readings were the major types of preparation experience received by teachers working with special needs learners.

2. Very few administrators were conducting periodic evaluations and using those evaluations for future program planning.
3. Administrators perceived the present program as needing more publicity, more involvement of agencies or firms in an advisory capacity and more involvement of parents as three *major* suggestions for program improvement. Whereas, teachers perceived the present program as needing more work experience offered off main campus and more involvement of agencies or firms in an advisory capacity as two *major* suggestions for program improvement.
4. Teachers consistently felt more positive towards the Developmental Occupational Program than the administrators.
5. Both groups felt that the job placement efforts of the program could be improved, however the administrators saw this as more of a need than the teachers.
6. Based on percentages of the teachers and administrators, the vocational programs do assist students and help them develop skills that will enable them to become useful and contributing citizens in society.
7. A discrepancy exists between the two groups in that the administrators did not perceive the program as preparing students to further their education

after high school as much as the teachers did. The identical discrepancy also exists in preparing students for a wide range of job opportunities available to them.

8. The majority of responses for both groups indicated a need for the present program to be expanded.
9. Vocational classes are perceived as meaningful and helpful to students with special needs.
10. Diagnosis of learning problems and needs of special vocational students are not being done within the program satisfactory.
11. A significant number of teachers and administrators felt that the identification, evaluation and utilization of instructional materials are inappropriate for special students. In addition, there exists a need for appropriate instructional materials to be made available.
12. A discrepancy exists between the two groups in that administrators did not perceive that training for entering the job market was adequately done through the program, as much as the teachers perceived this being done.
13. There exists a need to provide adequate training for teachers in the special vocational program.

14. There exists a need to improve the vocational facilities in the special program for teaching skills to students with special needs.

15. The amount of money set aside in the school budget for the special vocational program is inadequate.

Recommendations

Based on the conclusions derived from the data collected from the teachers and administrators, the following recommendations are suggested:

1. A series of planned workshops should be conducted for administrators with Developmental Occupational Programs at their school, in order to acquaint them with the advantages of conducting periodic program evaluations for use in improved future program planning.
2. Administrators and teachers should direct their efforts towards involving the community and business agencies in their local programs.
3. An evaluation of the present program should be conducted at the local level in order to identify what areas of the program needs to be expanded in order to more effectively meet the goals and objectives of the program.
4. Training should be provided to teachers and support personnel showing them how to diagnosis the learning problems and needs of their special learners.

5. Stronger effort should be made by the district or state to provide program personnel with a list of effective or appropriate instructional materials for special vocational students.

6. State, regional and university personnel should design an inservice program geared to provide consistent as well as adequate training for teachers in the Developmental Occupational Programs.

7. Program personnel should alert their Regional Supervisors concerning the existence of inadequate facilities for teaching skills to students with special needs.

Recommendations for Research

It is also suggested that further research be conducted in the following areas:

1. A pre-assessment form should be provided to each teacher, administrator and support personnel in order to analyze and identify what content areas of study should be used in planning inservice activities.

2. A community survey could be conducted to identify what business agencies would be interested in becoming involved in the Developmental Occupational Program and under what conditions.

3. An information system should be devised to acquaint program personnel with up-to-date instructional materials for special needs learners.

4. A research study should be conducted in order to identify what services are being provided to the Developmental Occupational Programs from the State office, Regional office, Local School system and universities. After which, efforts should be made to coordinate these services so that a structured system would exist and thus utilize these resources efficiently.

APPENDIX A

(Correspondence for Phase I)

October 12, 1978

Dear Regional Director:

Western Kentucky University, in cooperation with the Bureau of Vocational Education, is conducting a research project to determine the effectiveness of Developmental Occupational Programs in the state of Kentucky. Since our sampling procedure will include a large number of disadvantaged and handicapped ninth and tenth grade students, inclusive of all fourteen vocational regions; we will be using teachers at target schools to assist us in data collection.

Names and addresses of 1978-79 faculty are not available to us, therefore, it was felt that each regional office could provide us with names of contact persons (teachers) per target school. In short, we are seeking your cooperation in providing us with names for the following randomly selected school(s) within your region:

SCHOOL	CONTACT PERSON	ALTERNATE
1.	1.	1.
	2.	2.
2.	1.	1.
	2.	2.

Admittedly, we understand your busy schedule with regional functions; however, we sincerely hope that you will be able to provide us with the above requested information. A self-addressed envelope has been enclosed for your reply. PLEASE FORWARD THIS INFORMATION TO US BY OCTOBER 20, 1978. If you have any questions, please do not hesitate to contact us at (502) 745-3441.

Thank you in advance for your time and cooperation.

Sincerely,

Marcia G. Riley
Project Director

Kenneth Gann
Graduate Assistant

MGR:kf

encl: envelope

October 17, 1978

Dear County Superintendent:

Western Kentucky University, in cooperation with the Bureau of Vocational Education, is conducting a research project to determine the effectiveness of Developmental Occupational Programs in the state of Kentucky. Hopefully, this study will provide data to help strengthen the Developmental Occupational Program for disadvantaged and handicapped students; so that every child can develop to his/her maximum potential in achieving a level of employable skills.

_____ school(s) in your county was/were randomly selected to participate in this study. It is for this reason, that we seek permission to contact those teachers who were identified to us through your Vocational Regional Director.

Realizing your busy schedule with administrative functions, we doubly appreciate your taking the time to reply. Please forward your response in the self-addressed envelope by OCTOBER 25, 1978.

Thanking you in advance for your contribution, by way of permission, to our research project and to vocational education.

Sincerely,

Marcia G. Riley
Project Director

Kenneth Gann
Graduate Assistant

MGR:kf
encl: envelope

November 7, 1978

Dear Vocational Educator:

Western Kentucky University, in cooperation with the Bureau of Vocational Education, is conducting a research project to determine the effectiveness of Developmental Occupational Programs in the state of Kentucky. You have been selected as one of several vocational educators from a random sample of Developmental Occupational Programs by your Regional Director to participate in this study. Therefore, this is an appeal requesting your cooperation in the collection of follow-up data from your school; however, you are not obligated to do so.

Since the Developmental Occupational Program has now achieved relatively broad implementation status across Kentucky, educators and decision-makers at both state and local levels are presently in need of information on program impact and areas for program enhancement. Therefore, this is your chance to become actively involved and make a big contribution to vocational education. In addition, all information collected will be kept strictly confidential since the data will be reported in summary form. In short, names of individuals and/or schools will not be revealed.

A one-day training session will be held in Bowling Green for participants, at our expense, to orientate participants on valid data collection techniques. At that time, you will be provided with all needed information for this study. However, the following background information might assist you in making your response decision:

1) participants will contact ten handicapped and/or disadvantaged 9th and 10th graders who started the program in 1974 and administer a questionnaire.

2) participants will collect seven items of descriptive information on disadvantaged and handicapped students through the use of student profile forms.

Tentative Schedule:

Training Session: December 8, 1978. . . 9:30 a.m.

Page Two
Vocational Educator
November 7, 1978

Based on your willingness to participate, further details will be forwarded to you after we have obtained your response card. THEREFORE, PLEASE TAKE A FEW MOMENTS TO COMPLETE THE ENCLOSED SELF-ADDRESSED STAMPED POSTCARD AND RETURN NO LATER THAN NOVEMBER 15, 1978.

It is hoped that each of you will be able to participate. If so, you will be a contributing factor in our state's improvement of the Developmental Occupational Programs for disadvantaged and handicapped students.

Realizing your busy schedule as a classroom teacher, we doubly appreciate your sincere efforts. If you have any questions, please do not hesitate to contact us at (502) 745-3441. We look forward to corresponding with you in the very near future. Thanking you in advance for your time and cooperation.

Sincerely,

Marcia G. Riley
Project Director

Marilyn Graves
Graduate Research Assistant

bb

Enclosure

-STAMP-

Center for Career and Vocational
Teacher Education
Western Kentucky University
Bowling Green, Kentucky 42101

ATTN: Miss Marilyn Grave
Graduate Assist

☐ Yes, I would like to participate in the collection of follow-up data.

☐ No, I would not like to participate in the collection of follow-up data.

Name ______________________

Region ______________________

School Address ______________________

Phone ______________________

November 10, 1978

Dear County Superintendent:

This is only a brief note to express our sincere thanks to each of you for your speedy reply and cooperation in regard to the Vocational Education research study to assess the effectiveness of Developmental Occupational Programs in the state of Kentucky. In addition, we are very pleased to see that our vocational leaders and administrators have a genuine concern for the disadvantaged and handicapped student population; as evident by your response and positive comments.

Since the Developmental Occupational Program has now achieved relatively broad implementation status across Kentucky, an assessment of program effectiveness is needed in order to provide educators and decision makers at both state and local levels with information on program impact and bases for program enhancement. If our target sample for Phase I of the study responds as each of you have; we can not help but have a very successful research study and in turn improve the Developmental Occupational Program for our disadvantaged and handicapped students.

Again, we thank you; for without your concern and cooperation, this study would not be possible.

Sincerely,

Marcia G. Riley
Project Director and Staff

MGR:cf

cc: Ms. Donnalie Stratton
Mr. Lou Perry
Dr. Dwight Cline

November 15, 1978

Dear Vocational Educator:

First of all, I would like to express my sincere appreciation for your being interested and conscientious enough to take the time to assist us in this research endeavor. Hopefully, when I schedule the other training sessions, other vocational teachers will be as concerned as you regarding the welfare of their students.

Secondly, I would like to provide you with the following information regarding the session for which you are scheduled to attend:

1) Location: Western Kentucky University
Downing University Center
Conference Room - 341

2) Date: December 8, 1978

3) Time: 9:30 a.m.

Since we need information from Developmental Occupational students who started the program in 1974, you will be orientated to methods of data collection techniques. However, each individual will be allowed to select their own method, based upon their own particular situation. In addition, you will be allowed to review and evaluate the proposed instrument which will be used to collect the information.

As stated in our initial contact, this activity will be at our expense; however, reimbursement will be based on state reimbursement standards of sixteen cents per mile plus a daily subsistence.

Again, thank you so much for your time and cooperation, and I truly look forward to meeting you on the 8th of December.

Sincerely,

Marcia G. Riley
Project Director

MGR:pa

Encl: Parking permit; Campus map

P.S.: If you have any questions, please call collect at (502) 745-3441.

January 5, 1979

Dear Regional Director:

On October 12, 1978, a letter was sent to you regarding a research project being conducted by Western Kentucky University, in cooperation with the Kentucky Bureau of Vocational Education. In the letter, you were asked to provide names of special vocational teachers in Developmental Occupational Programs (Disadvantaged and Handicapped) in selected schools. These teachers are being asked to participate in a research project being conducted to assess the effectiveness of the Developmental Occupational Programs in the state. This information will provide educators and decision-makers at state and local levels with needed data on program impact and areas for program enhancement. Since part of the research is collecting follow-up data from disadvantaged and handicapped 9th and 10th graders who started the program in 1974, it is very important to gain cooperation of the teachers in order to reach the identified sample. Timewise, in part, we are asking that each instructor participate in a one-day workshop for orientation purposes.

Having already conducted one of the workshops, it was discovered that the teachers are more apt to participate if contacted by their Regional Director and being knowledgeable of the fact that they are recommended. Case and Point: Mrs. Martha Raymer, Regional Director, Region IV contacted a teacher who she recommended and explained to her the importance of the study, etc. Mrs Raymer's contact person was very eager to participate and most cooperative during the workshop session. In short, the teachers seem to be more willing and conscientious towards the research project, as well as understanding, if contacted by their Regional Director.

Now that you have been provided with some background information, we are asking if you would please contact at and at to inform them of your recommendation. Within one week, the attached correspondence will be sent to the teacher(s). It is hoped that by employing this approach, the percentage of teachers cooperating in the study will increase significantly.

Hope your holidays were pleasant-peaceful ones. If you have any questions, please feel free to contact me at (502) 745-3441.

Thanking you in advance for your time and cooperation.

Sincerely,

Marcia G. Riley
Research Project Director

bb

Enclosure

cc: Ms. Donnalie Stratton
Mr. Lou Perry

January 7, 1979

Dear Principal:

Western Kentucky University, in cooperation with the BUREAU OF VOCATIONAL EDUCATION, is presently conducting a research project to assess the effectiveness of Developmental Occupational Programs in the state of Kentucky. Your school has been selected as one of several from a random sample of schools across the state with Developmental Occupational Programs to participate in this study. In addition, the district Superintendent has been contacted and given permission for your school to participate.

Since your administrative position, in part, involves all school functions under the auspices of yourself; it was felt that a copy of correspondence being sent to one of your teachers should be viewed by you also. Thus, please find enclosed a copy of the materials being sent to

If you have any questions, or feel the need for further clarification, please do not hesitate to call me collect at (502) 745-3441.

Thanking you in advance for taking the time to review this information.

Sincerely,

Marcia G. Riley
Project Director

bb

Enclosure

January , 1979

Dear Vocational Educator:

Hopefully by now, you have received a check covering all expenses for your trip to Bowling Green in connection with this research project.

I have enclosed a copy of the revised instrument and attempted to incorporate all of your suggestions. When time permits, please look over this and if you see the need for further improvement, please give me a call, OK? After the instrument has been reviewed and evaluated by the second group of teachers attending the workshops in Lexington and Prestonburg; we will then send survey copies to each of you so that you can begin to contact your students and collect the follow-up data.

Again, I can not over express how appreciative I am of your cooperation and input into this project. Naturally, once the final results are compiled, you will be one of the first to receive a copy.

Hope your day has been a good one!!

Sincerely,

Marcia G. Riley
Research Project Director

bb

Enclosure

cc: Ms. Donnalie Stratton
Mr. Lou Perry

February 9, 1979

Dear Vocational Educators:

Well, we have held our second workshop in Lexington and again the instrument has been revised. In order to keep you posted on our progress, I am enclosing a copy of the revised instrument according to comments and/or suggestions this group of instructors and administrators provided.

Hopefully, by the end of this month or the early part of March, we will be ready to conduct the actual study. If so, at that time, you will receive your instruments and can begin contacting your students.

Again, if you should have any comments and/or questions, feel free to call me collect at (502) 745-3441.

Hope your day has been a good one thus far!!

Sincerely,

Marcia G. Riley
Research Project Director

bb

Enclosure

cc: Ms. Donnalie Stratton
Mr. Lou Perry

May 4, 1979

Dear Vocational Educator:

During the first week in March, you should have received an envelope containing ten white survey forms to collect follow-up data. As of date, we have not received the forms back. Therefore, this is only a friendly reminder that we would appreciate your returning them as soon as possible.

If you have already mailed the surveys, then please excuse this note.

Thank you so much for assisting us in this study.

Sincerely,

Marcia G. Riley
Research Project Director

bb

Dear Vocational Educator:

THANK-YOU, THANK-YOU, THANK-YOU!!

This note is to personally thank each of you for taking the time to assist us in this study. Judging from the returned forms, sincere effort and patience was put into obtaining the requested follow-up information.

If you would like a copy of the results of this study, feel free to drop me a brief note with your name and address. OK! Again, my appreciation goes to each of you for your individual contribution to research in vocational education.

Sincerely,

Marcia G. Riley
Research Project Director

bb

cc: Ms. Donnalie Stratton
Mr. Lou Perry

APPENDIX B
(Correspondence for Phase II)

February 5, 1979

To: Vocational Educators and Administrators

From: Marcia G. Riley
Project Director

Re: Cooperation Needed for Pilot Study

Western Kentucky University, in cooperation with the KENTUCKY BUREAU OF VOCATIONAL EDUCATION, is conducting a research project to determine the effectiveness of Developmental Occupational Programs in the state of Kentucky. Your school has been selected as one of several from a random sample of Developmental Occupational Programs (disadvantaged and/or handicapped) to participate in this pilot study. Therefore, this is an appeal requesting your cooperation in the collection of information from teachers and parents.

Enclosed please find ____ copies of yellow survey forms to be completed by _____ vocational teachers in the Developmental Occupational Program (disadvantaged and/or handicapped). You are being asked to pass these forms on to other teachers in your program. In addition, each instructor is being asked to have five parents fill out the pink survey forms. Once the yellow and pink forms have been completed, please mail them back to us in the attached brown envelope by FEBRUARY 16th.

Since this is a pilot study, we would greatly appreciate any comments and/or suggestions you may have in regard to the survey itself or the procedure being used in soliciting information. Your comments will prove useful in helping us to revise our approach and/or the instrument when we begin to contact other schools across the state of Kentucky.

It is hoped that you will be able to assist us. Likewise, realizing your busy schedule as classroom teachers, we doubly appreciate your sincere efforts and your contribution to vocational education research.

Dear School Administrator:

During the week of March , I spoke with you via phone in regard to the research project in which Western Kentucky University, in cooperation with the Kentucky Bureau of Vocational Education is conducting. As explained, this study is being done to assess the effectiveness of special vocational programs (disadvantaged and handicapped) at schools across the state. This is being done in compliance with the Education for All Handicapped Childrens Act of 1975 (PL 94-142) and in order to provide state, regional and local decision makers with needed information on program impact and bases for program enhancement.

Realizing your busy schedule with administrative functions, we doubly appreciate your willingness to cooperate and assist us in this research endeavor.

Within the next two weeks you should receive the actual survey, however this note only serves to express our sincere thanks to each of you. If you should have any questions, feel free to call me collect at (502) 745-3441.

Hope your day has been a good one!!

Sincerely,

Marcia G. Riley
Project Director

bb

Dear Principal:

Enclosed please find copies of the survey materials in which we discussed during our phone conversation. If you should have any questions and/or need additional information, please do not hesitate to call me collect at (502) 745-3441. If I am out of the office, I will return your call. Therefore, in this package, you should find:

a) survey forms for
    1) ____ administrator(s) (green)
    2) ____ teacher(s) (yellow)
    3) ____ parents (pink) these are to be distributed by each teacher
b) a letter to be given to a vocational teacher in the Special Vocational Program (disadvantaged and/or handicapped) who would be responsible for contacting other teachers at your school.
c) return envelopes for the surveys

Please assist us by:

a) filling out a questionnaire yourself (green form)
b) selecting _____ other administrator to fill out a copy of the survey (green form)
c) mailing the administrator surveys back to us in the enclosed envelope by
d) passing along the other material enclosed to teacher(s) in your school who is connected with the Special Vocational Program.

In closing, we wish to thank you for taking the time to help us in gathering information that will be in some way useful to the improvement of present and future Special Vocational Programs in the state of Kentucky. If you would like to have a copy of the results of this study, please let me know.

Sincerely,

Marcia G. Riley
Project Director

cc: Mrs. Donnalie Stratton
Mr. Lou Perry

TO: Vocational Educators

FROM: Marcia G. Riley
Project Director

RE: Cooperation Needed for Research Project

Western Kentucky University, in cooperation with the KENTUCKY BUREAU OF VOCATIONAL EDUCATION, is conducting a research project to determine the effectiveness of Special Vocational Programs at schools across the state of Kentucky. Your school has been selected as one of several from a random sample of Developmental Occupational Programs (disadvantaged and/or handicapped) to participate in this research study. Therefore, this is an appeal requesting your cooperation in the collection of information from teachers and parents.

The purpose of this study is to obtain attitudinal perceptions of administrators, teachers and parents involved with the Special Vocational Program (disadvantaged and/or handicapped). Likewise, it is in compliance with PL 94-142 and to provide state and regional decision-makers with needed information on program impact and bases for program enhancement.

Enclosed please find _____ copies of yellow survey forms to be completed by _____ vocational teachers in the Special Vocational Program. You are being asked to pass these forms on to other teachers in your program. In addition, each instructor is being asked to have five parents fill out the pink surveys. This method of contacting parents is being employed because we do not have the names and addresses of parents with disadvantaged and/or handicapped children in the Special Vocational Programs.

Once the yellow and pink survey forms have been completed, please mail them back to us in the attached self-addressed envelope by APRIL _____, 1979. It is hoped that you will be able to assist us. Likewise, realizing your busy schedule as classroom teachers, we doubly appreciate your sincere efforts and your contribution to vocational education research.

If you should have any questions, please do not hesitate to contact me by calling COLLECT (502) 745-3441. If I am out of the office, I will return your call. Again, thank you so very much and if you should desire a copy of the results of this study, please let me know.

bb

cc: Ms. Donnalie Stratton
Director, Special Vocational Education

Dear School Administrator:

A few weeks ago, you should have received an envelope containing green, yellow and pink survey forms from our office. As of date, we have not received the surveys back. Therefore this is only a friendly reminder that we would appreciate your returning them as soon as possible.

If you already have mailed the surveys, then please excuse this note.

Thank you so much for assisting us in this study.

Sincerely,

Marcia G. Riley
Research Project Director

MGR:cg

TO: Vocational Educators

FROM: Marcia G. Riley
Research Project Director

DATE:

RE: Returned Surveys

Even though I have never met any of you, I can certainly safely assume by your comments on the survey forms that you are a concerned and conscientious teacher.

I wish to personally thank each of you for taking the time to complete the surveys and for distributing and collecting the parent surveys. Judging from the completeness of these forms, sincere effort and time was put into assisting us in obtaining the needed information.

Hopefully, you will excuse this form letter; however since so many teachers cooperated, this is the most logical means of reply. In essence, this letter though a copy it may be, is sent with my most honest and personal appreciation to each of you.

Hope your remaining school days will be "good" ones.

bb

January 22, 1979

Dear District Superintendent:

Western Kentucky University, in cooperation with the Kentucky Bureau of Vocational Education, is conducting a research project to determine the effectiveness of Developmental Occupational Programs in the state of Kentucky. Hopefully, this study will provide data to help strengthen the Developmental Occupational Program for disadvantaged and handicapped students; so that every child can develop to his/her maximum potential in achieving a level of employable skills.

__________ school(s) in your county was/were randomly selected to participate in this study. It is for this reason, that we seek permission to contact those principals and teachers who were identified. We are only asking them to complete a survey form and mail it back to us, which should only take a few minutes for their time; in addition to collecting surveys from some parents.

Realizing your busy schedule with administrative functions, we doubly appreciate your taking the time to reply. Please forward your response in the self-addressed envelope by February 9, 1979.

Thanking you in advance for your contribution, by way of permission, to our research project and to vocational education.

Sincerely,

Marcia G. Riley
Project Director

bb

Enclosure

APPENDIX C

(Instruments/Surveys)

INSTRUCTIONS FOR COLLECTING FOLLOW-UP DATA

1. This survey should be administered to ten disadvantaged and/or handicapped students who started in the Developmental Occupation Program (OWE, WECP, ICVE, etc.) in 1974 at your school.
2. The selection of the ten students should be as non-bias as possible.
3. After selecting your ten students, on the top right hand corner of the "Student Background Information" sheet 1 through 10, give each student a number.
4. Take the "Student Background Information" sheet and fill it out according to information found in the Student's Confidential File.
5. When administering the survey to each student, place the same number in the top right corner of the instrument that appears on his/her "Student Background Information" sheet.
6. Inform the students that they are being asked to participate in a survey designed to help program administrators in improving future programs.
7. Due to the wording of the survey, if at all possible, read each item to the student and record his/her response on the instrument.
8. Please return all completed survey forms by April 14th in the self-addressed envelopes.

STUDENT BACKGROUND INFORMATION

DIRECTIONS: A-O _____

1. Sex

_____ Male _____ Female

2. Race

_____ American Indian
_____ Caucasian
_____ Negro
_____ Oriental
_____ Spanish Surnamed American
_____ Other ______________________ (please specify)

3. Age (while enrolled in the program)

_____ 14
_____ 15
_____ 16
_____ 17
_____ 18
_____ 19
_____ Other ______________________ (please specify)

4. _______ Handicapped

5. _______ Disadvantaged

6. Class status (may check more than one item)

a. Program completer

_____ successfully completed sequence of vocational instruction in their program
_____ graduated from high school
    _____ presently employed _____ presently un-employed
269 _____ continued vocational education at a higher level (community college, vocational school, etc.) 270
    _____ while in high school _____ after high school

b. Program leaver

_____ completed Special Vocational Program without graduating from high school
_____ left program without completing the Special Vocational Program and has not enrolled in additional vocational and/or training programs
    _____ while in high school   _____ after high school
_____ left program because they have acquired sufficient entry-level job skills to work in the field and have taken a job
_____ left program/reason unknown

DIRECTIONS:

A-O ___

1.) PLEASE READ EACH QUESTION CAREFULLY.
2.) PLEASE ANSWER EACH QUESTION AS BEST YOU CAN.
3.) PLEASE CIRCLE YOUR ANSWER.

1. IN WHICH YEAR WERE YOU FIRST ENROLLED IN THE VOCATIONAL PROGRAM AT YOUR SCHOOL?

A. 1974 B. 1975

2. HAVE YOU GRADUATED FROM HIGH SCHOOL?

A. YES B. NO

3. ARE YOU IN A VOCATIONAL PROGRAM AT YOUR SCHOOL?

A. YES B. NO

IF YOU DROPPED-OUT OF SCHOOL BEFORE FINISHING THE VOCATIONAL PROGRAM, PLEASE ANSWER THE FOLLOWING:

4. DO YOU FEEL THAT YOU NOW HAVE ENOUGH SKILLS TO BECOME EMPLOYED?

A. YES B. NO

5. PLEASE CIRCLE THE REASON(S) YOU DROPPED OUT OF SCHOOL:

A. PERSONAL PROBLEMS
B. FINANCIAL PROBLEMS
C. WENT TO WORK
D. COURSES WERE NOT WHAT I EXPECTED
E. CLASSES WERE TOO LARGE
F. OTHER (PLEASE EXPLAIN) ____________________

____

____

6. IF YOU DROPPED-OUT OF THE VOCATIONAL PROGRAM, BUT NOT SCHOOL, PLEASE TELL WHY.

____

____

____

DIRECTIONS: CHOOSE AS MANY AS APPLY.

7. IN THE VOCATIONAL PROGRAM, DID YOU PARTICIPATE IN OR USE:

A. WRITTEN MATERIALS ABOUT OCCUPATIONS OR TRAINING PROGRAMS? . . . . YES NO
B. CAREER DAYS, JOB FAIRS? . . . . YES NO
C. COURSES ON OCCUPATIONS? . . . . YES NO
D. FIELD TRIPS TO EMPLOYMENT AGENCIES? . . . . YES NO
E. EMPLOYMENT SERVICES FROM MAN POWER DEVELOPMENT? . . . . YES NO
F. INFORMATION ABOUT JOB OPENINGS? . . . . YES NO
G. CAREER INFORMATION FROM COURSES YOU TOOK? . . . . YES NO
H. ON THE JOB TRAINING? . . . . YES NO
I. WORK EXPERIENCE AS A PART OF THE COURSE:
IN SCHOOL? . . . . YES NO
J. OTHER . . . . YES NO

8. IN THE VOCATIONAL PROGRAM, DID YOU GET HELP WITH:

K. EXPLORING AND EVALUATING FURTHER EDUCATIONAL GOALS? . . . . YES NO
L. EXPLORING AND EVALUATING EMPLOYMENT GOALS? . . . . YES NO
M. RESOLVING PERSONAL PROBLEMS RELATING TO FURTHER EDUCATION OR
WORK PLANS? . . . . YES NO
N. TALKING TO PARENTS ABOUT JOB OR SCHOOL PLANS? . . . . YES NO

9. IN THE VOCATIONAL PROGRAM, DID YOU RECEIVE:

O. TRAINING FOR INTERVIEWING OR APPLYING FOR A JOB? . . . . YES NO
P. TRAINING IN HOW TO GET ALONG ON THE JOB WITH EMPLOYEE/EMPLOYERS ?. YES NO
Q. ASSISTANCE IN MAKING APPLICATION FOR OTHER TRAINING PROGRAMS? . . YES NO

10. IN THE VOCATIONAL PROGRAM OR SINCE, HAS ANYONE FROM THE SCHOOL ASSISTED YOU:

R. IN LOCATING A SPECIFIC JOB? . . . . YES NO
S. BY ENCOURAGING AN EMPLOYER TO HIRE YOU? . . . . YES NO
T. IN WORKING OUT SPECIAL ARRANGEMENTS BY EXPLAINING YOUR SPECIAL NEEDS TO AN EMPLOYER? . . . . YES NO
U. TRAINING FOR A SPECIFIC OCCUPATION? . . . . YES NO

WHAT OCCUPATION? ______________________________

11. IN THE VOCATIONAL PROGRAM OR SINCE, HAS ANYONE CONTACTED YOU

V. TO DISCUSS PROBLEMS ABOUT YOUR JOB, BEFORE NOW? . . . . YES NO
W. TO DETERMINE YOUR SATISFACTION WITH THE SCHOOL PROGRAM, BEFORE NOW? . . . . YES NO

12. WHICH OF THE FOLLOWING BEST TELLS WHAT YOU ARE DOING NOW. (PLEASE CHECK ONE)

______ A FULL TIME HOMEMAKER
______ IN THE MILITARY
______ VOLUNTARY WORK
______ WORKING FULL-TIME (WORKING 40 OR MORE HOURS PER WEEK)
______ WORKING PART-TIME (WORKING LESS THAN 40 HOURS PER WEEK)
______ UNEMPLOYED, BUT SEEKING WORK
______ UNEMPLOYED, NOT SEEKING WORK
______ ATTENDING SCHOOL
______ OTHER (PLEASE EXPLAIN) ______________________________

THANK YOU VERY MUCH FOR TAKING THE TIME TO FILL OUT THIS SURVEY!!!

PILOT STUDY EVALUATION

1. Procedure

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. It is a good approach to contact the teachers through the principal.					
b. It is a good approach to contact the parents through the teachers; since we do not have names and addresses of the parents.					

Comments and/or suggestions to improve our procedure ______________________________

____

____

____

2. Survey

a. The questionnaire for the administrators is easy to read and understand.					
b. The questionnaire for the teachers is easy to read and understand.					
c. The questionnaire for the parents is easy to read and understand.					

Comments and/or suggestions to improve our survey ______________________________

____

____

3. Cover Letter

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. The cover letter/directions attached to the survey was easy to read and understand.					
b. Allowing two weeks, is enough time for teachers and administrators to return the survey forms.					

4. Other Areas

What other suggestions and/or comments do you have which would help us to improve our research method and procedures?

____

____

____

____

THANK YOU SO VERY MUCH FOR TAKING THE TIME TO ASSIST US!!

PHONE CONVERSATION SHEET

"Hello, my name is _____________ from Western Kentucky University and I would like to speak with the principal."

"Hello Mr./Ms. _____________, my name is _____________ from Western Kentucky University and I would like to take a few minutes to explain a research project in which our staff is conducting in cooperation with the Kentucky Bureau of Vocational Education. We have already contacted _____________ your superintendent and he/she has given us permission to solicit your cooperation in this study."

"If you're presently busy, I would be more than happy to call back another time at your convenience."

"The purpose of our research project is to obtain additudinal perceptions of administrators, teachers and parents involved with the special vocational education program (disadvantaged and handicapped). In addition, the study is being done in compliance with the Education for All Handicapped Children Act of 1975 (PL 94-142) and because our administrators at the state and regional level are now in need of information for program enhancement."

"We are doing this through the use of surveys being mailed to selected schools with special vocational programs and as you may have guessed - your school was one of those selected to participate in this phase of the study."

"If at anytime you have a question, please stop me, O.K.?"

"In order to collect the needed information, we are asking _____________ administrator and _____________ teachers from your school to complete a survey which will be mailed to you within a couple of weeks. In addition, since we do not have the names nor addresses of parents with students in the program, we are asking each teacher to have five parents complete a survey". Hopefully, these survey forms should take no more than 10 to 15 minutes of your time."

"How many vocational teachers do you have at your school who are teaching disadvantaged and/or handicapped students in addition to their regular students? Or how many vocational teachers have special needs students mainstreamed into their classes?'

"If I can obtain permission for your school to participate in the study, you will receive a detailed letter of explanation along with the instruments. We are asking that you return them within two weeks in the self-addressed envelopes which will be provided."

"Do you have any questions?"

PARENT'S BACKGROUND INFORMATION SHEET

Please place a check ( ) in the appropriate spaces.

....

I. Female _____ Male _____

II. Present age group:

21 to 25 _____
26 to 30 _____
31 to 35 _____
36 to 40 _____
41 to 45 _____
46 to 50 _____
50 and above _____

III. What is your present occupation? ______________________________

IV. What county are you presently living in? ______________________________

Does your child(ren) attend any school in the county you live in?

yes _____
no _____

V. How many children do you have in the Special Vocational Program?

1 to 2 _____
3 to 4 _____
5 to 6 _____
7 to 8 _____
9 to 10 _____

VI. How many children do you have in your household?

1 to 2 _____
3 to 4 _____
5 to 6 _____
7 to 8 _____
9 and above _____

VII. Have you ever been asked to participate in any activities in the Special Vocational Program at your child's school?

yes _____
no _____

Are you presently active in programs and/or activities at your child's school?

yes _____
no _____

Would you like to participate in activities in the Special Vocational Program at your child's school?

yes _____
no _____

Developmental Occupational Program Survey

Please circle the number on each row which corresponds to your perception of the Special Vocational Program at your school or where your child is enrolled.

Do you feel that:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The overall rating of the vocational program is satisfactory.	5	4	3	2	1
2. The vocational program is meeting the needs of the community.	5	4	3	2	1
3. The development of reading, writing and math skills are adequately done through vocational programs.	5	4	3	2	1
4. Job placement efforts in the vocational program are good.	5	4	3	2	1
5. The quality of vocational instruction is good.	5	4	3	2	1
6. The vocational education programs assist students and help them develop skills that will enable them to become useful and contributing citizens in our society.	5	4	3	2	1
7. The attitude of the vocational instructor encourages students with special needs to consider enrolling in other vocational classes.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The vocational program is doing a good job of educating students with special needs.	5	4	3	2	1
9. The vocational program is preparing students for advancement in an occupation (job).	5	4	3	2	1
10. The vocational program is necessary for students who are in other worthwhile programs.	5	4	3	2	1
11. The vocational program prepares students to further their education after high school.	5	4	3	2	1
12. The vocational program is preparing students for a wide range of job opportunities available to them.	5	4	3	2	1
13. The emphasis is primarily on earning a living through vocational programs.	5	4	3	2	1
14. The present vocational program needs to be expanded.	5	4	3	2	1
15. If money is in short supply, the vocational program should be reduced first.	5	4	3	2	1

23. What suggestions do you have for improvements and/or administration of special vocational programs? (PLEASE CHECK ALL THAT APPLY)

- ( ) More publicity about programs
- ( ) More courses at the high school
- ( ) More work experience offered off main campus
- ( ) More involvement of agencies or firms in an advisory capacity
- ( ) More involvement of parents in the program
- ( ) Smaller class sizes
- ( ) Other (PLEASE SPECIFY) ____________________

Thank you very much for taking the time to participate in this study and filling out this questionnaire.

TEACHER'S BACKGROUND INFORMATION SHEET

Please place a check ( ) in the appropriate spaces.

....

I. Male _____ Female _____

II. Present age group:

21 to 25 _____
26 to 30 _____
31 to 35 _____
36 to 40 _____
41 to 45 _____
46 and above _____

III. Present educational level of preparation:

Associate degree _____
Bachelor's degree _____
Master's degree _____
Doctorate degree _____
Other ___________________
(No degree, but years of experience)

IV. Number of years employed full-time in the teaching profession:

1 to 3 _____
4 to 6 _____
7 to 9 _____
10 to 12 _____

13 to 15 _____
16 to 20 _____
20 and above _____

V. Do you teach disadvantaged and/or handicapped students?

disadvantaged _____
handicapped _____
both ____________

Are your disadvantaged and/or handicapped students in self-contained class or are they mixed with students in regular classes?

self-contained ______
mixed (mainstream) _____

VI. What is your average class size? Number of students ____________

VII. How many years have you taught disadvantaged and/or handicapped students:

1 to 3 ______
4 to 6 ______
7 to 9 ______
10 to 12 _____

13 to 15 ______
16 to 20 ______
20 and above ______

191-A

Developmental Occupational Program Survey

Please circle the number on each row which corresponds to your perception of the Special Vocational Program at your school.

……

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Do you feel that at your school:					
1. The overall rating of the vocational program is satisfactory.	5	4	3	2	1
2. The vocational program is meeting the needs of the community.	5	4	3	2	1
3. The development of academic skills is adequately done through vocational programs.	5	4	3	2	1
4. Job placement efforts in the vocational program are adequate.	5	4	3	2	1
5. The quality of vocational instruction is good.	5	4	3	2	1
6. The vocational education programs assist students and help them develop skills that will enable them to become useful and contributing citizens in our society.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7. The attitude of the vocational instructor encourages students with special needs to consider enrolling in other vocational classes.	5	4	3	2	1
8. The vocational program is doing a good job of educating students with special needs.	5	4	3	2	1
9. The vocational program is preparing students for advancement in an occupation.	5	4	3	2	1
10. The vocational program is necessary for students who are in other worthwhile programs	5	4	3	2	1
11. The vocational program prepares students to further their education after high school.	5	4	3	2	1
12. The vocational program is preparing students for a wide range of job opportunities available to them.	5	4	3	2	1
13. The emphasis is primarily on earning a living through vocational programs.	5	4	3	2	1
14. The present vocational program needs to be expanded.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. If funds are in short supply, the vocational program should be reduced first.	5	4	3	2	1
16. More basic education courses would be more useful than the vocational program now being used.	5	4	3	2	1
17. Vocational classes are meaningful and helpful to students with special needs.	5	4	3	2	1
18. The planning of work experience programs and/or job training experiences for vocational students is satisfactory.	5	4	3	2	1
19. Diagnosis of learning problems and needs of vocational students are satisfactory.	5	4	3	2	1
20. Identification, evaluation and utilization of instructional materials is appropriate for special students.	5	4	3	2	1
21. Appropriate instructional materials are available.	5	4	3	2	1
22. Teachers possess the necessary skills to coordinate and use community resources and services.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
23. Instructors manage problems that may develop in working with special students well.	5	4	3	2	1
24. The school staff secures the cooperation of other agencies concerned with the welfare of the vocational students.	5	4	3	2	1
25. Teachers show no prejudice toward students who have different cultural or racial backgrounds.	5	4	3	2	1
26. Teachers assist in students' social and personal growth.	5	4	3	2	1
27. Teachers help students to make decisions about future goals.	5	4	3	2	1
28. Training for entering the job market is adequate.	5	4	3	2	1
29. The course content and training are up to date.	5	4	3	2	1
30. The school staff uses guidance and counseling practices which help vocational students.	5	4	3	2	1
31. The school staff identifies and uses teaching methods which are successful with students who have special needs.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
32. The training of teachers for the special vocational program is adequate.	5	4	3	2	1
33. The vocational facilities are adequate for teaching skills to students with special needs.	5	4	3	2	1
34. The amount of money set aside in the school budget for the special vocational program is adequate.	5	4	3	2	1
35. An adequate portion of the high-school curriculum is devoted to vocational program.	5	4	3	2	1
36. Public schools do not provide vocational programs early enough.	5	4	3	2	1

37. Have you had any special preparation for your present work with the disadvantaged and/or handicapped? __________ Yes __________ No

38. Please check the experiences you have had that prepared you for work with disadvantaged and/or handicapped.

- ( ) In-service program related to disadvantaged and handicapped sponsored by local school system.
- ( ) In-service program related to disadvantaged and handicapped sponsored by State Department.
- ( ) In-service program related to disadvantaged and handicapped sponsored by university.
- ( ) University courses in special education.
- ( ) University courses in ____________________ (Please specify area)
- ( ) Intern teaching experience in disadvantaged and/or handicapped programs.
- ( ) Your own readings on disadvantaged and/or handicapped.
- ( ) Consultants
- ( ) Military Experience
- ( ) Other - Industry, Business, etc. ____________ (Please specify)

39. If you are an instructor, what content is included in the vocational class(es) for students having special needs? (Check all that apply)

- ( ) Remedial basic skills (reading, communications, mathematics, etc.)
- ( ) Specific job training skills for disadvantaged/handicapped.
- ( ) Personal and social development, such as grooming, and/or human relations.
- ( ) Career information
- ( ) On-job-training
- ( ) Other ____________ (Please specify)

40. What suggestions do you have for improvements and/or administration of special vocational programs? (PLEASE CHECK ALL THAT APPLY)

- ( ) More publicity about programs
- ( ) More courses at the high school

( ) More work experience offered off main campus
( ) More involvement of agencies of firms in an advisory capacity
( ) More involvement of parents in the program
( ) Smaller class sizes
( ) Other ______________
(Please specify)

41. What have you found in general to be most helpful in working with handicapped or disadvantaged youth.

____

____

What special assistance do you feel is necessary, that is not already being provided to help you perform to your maximum in working with disadvantaged or handicapped students?

____

____

Additional Comments: ______________________________

____

____

____

Thank you very much for taking the time to complete this form and for your contribution to Vocational Education!!

ADMINISTRATOR'S BACKGROUND INFORMATION SHEET

I. Male _____ Female _____

II. Present age group:

21 to 25 _____
26 to 30 _____
31 to 35 _____
36 to 40 _____
41 to 45 _____
46 to 50 _____
51 and above _____

III. Present educational level of preparation:

Associate degree _____
Bachelor's degree _____
Master's degree _____
Doctorate degree _____

IV. Number of years you were employed full-time in the teaching profession:

1 to 3 _____
4 to 6 _____
7 to 9 _____
10 to 12 _____
13 to 15 _____
16 and above _____

V. Have you ever taught disadvantaged and/or handicapped students?

disadvantaged _____
handicapped _____
both _____
none _____

VI. What special training and/or preparation have you provided for your instructors that work with disadvantaged and/or handicapped students:

In-service workshops _____
University courses _____
Intern teaching _____
Administrative _____
Parental _____
Other ________________
(please specify)

Which of the above has been the most helpful and/or useful? ______________________

VII. Your present position title is:

Principal _____
Assistant Principal _____
Supervisor _____
Counselor _____
Other ___________________
(please specify)

VIII. How many hours per week do you spend in the actual classroom of disadvantaged and/or handicapped students?

0 to 5 _____
6 to 10 _____
11 to 15 _____
16 to 20 _____
21 and above _____

IX. Do you have a specific procedure you use to identify and select the best qualified staff for your Special Vocational Program?

yes _____
no _____

307

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X. Do you encourage your Special Vocational staff members to continue in professional development?

yes ______
no ______

XI. Do you conduct periodic evaluations of the Special Vocational Program?

yes ______
no ______

If so, is the evaluation used in annual planning for the future?

yes ______
no ______

Developmental Occupational Program Survey

Please circle the number on each row which corresponds to your perception of the Special Vocational Program at your school.

. . . .

Do you feel that at your school:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The overall rating of the vocational program is satisfactory.	5	4	3	2	1
2. The vocational program is meeting the needs of the community.	5	4	3	2	1
3. The development of academic skills is adequately done through vocational programs.	5	4	3	2	1
4. Job placement efforts in the vocational program are adequate.	5	4	3	2	1
5. The quality of vocational instruction is good.	5	4	3	2	1
6. The vocational education programs assist students and help them develop skills that will enable them to become useful and contributing citizens in our society.	5	4	3	2	1

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7. The attitude of the vocational instructor encourages students with special needs to consider enrolling in other vocational classes.	5	4	3	2	1
8. The vocational program is doing a good job of educating students with special needs.	5	4	3	2	1
9. The vocational program is preparing students for advancement in an occupation.	5	4	3	2	1
10. The vocational program is necessary for students who are in other worthwhile programs	5	4	3	2	1
11. The vocational program prepares students to further their education after high school.	5	4	3	2	1
12. The vocational program is preparing students for a wide range of job opportunities available to them.	5	4	3	2	1
13. The emphasis is primarily on earning a living through vocational programs.	5	4	3	2	1
14. The present vocational program needs to be expanded.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. If funds are in short supply, the vocational program should be reduced first.	5	4	3	2	1
16. More basic education courses would be more useful than the vocational program now being used.	5	4	3	2	1
17. Vocational classes are meaningful and helpful to students with special needs.	5	4	3	2	1
18. The planning of work experience programs and/or job training experiences for vocational students is satisfactory.	5	4	3	2	1
19. Diagnosis of learning problems and needs of vocational students are satisfactory.	5	4	3	2	1
20. Identification, evaluation and utilization of instructional materials is appropriate for special students.	5	4	3	2	1
21. Appropriate instructional materials are available.	5	4	3	2	1
22. Teachers possess the necessary skills to coordinate and use community resources and services.	5	4	3	2	1

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316

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
23. Instructors manage problems that may develop in working with special students well.	5	4	3	2	1
24. The school staff secures the cooperation of other agencies concerned with the welfare of the vocational students.	5	4	3	2	1
25. Teachers show no prejudice toward students who have different cultural or racial backgrounds.	5	4	3	2	1
26. Teachers assist in students' social and personal growth.	5	4	3	2	1
27. Teachers help students to make decisions about future goals.	5	4	3	2	1
28. Training for entering the job market is adequate.	5	4	3	2	1
29. The course content and training are up to date.	5	4	3	2	1
30. The school staff uses guidance and counseling practices which help vocational students.	5	4	3	2	1
31. The school staff identifies and uses teaching methods which are successful with students who have special needs.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
32. The training of teachers for the special vocational program is adequate.	5	4	3	2	1
33. The vocational facilities are adequate for teaching skills to students with special needs.	5	4	3	2	1
34. The amount of money set aside in the school budget for the special vocational program is adequate.	5	4	3	2	1
35. An adequate portion of the high-school curriculum is devoted to vocational program.	5	4	3	2	1
36. Public schools do not provide vocational programs early enough.	5	4	3	2	1

37. Have you had any special preparation for your present work with the disadvantaged and/or handicapped? __________ Yes __________ No

38. Please check the experiences you have had that prepared you for work with disadvantaged and/or handicapped.

( ) In-service program related to disadvantaged and handicapped sponsored by local school system.
( ) In-service program related to disadvantaged and handicapped sponsored by State Department.
( ) In-service program related to disadvantaged and handicapped sponsored by university.
( ) University courses in special education.
( ) University courses in ______________________
(Please specify area)
( ) Intern teaching experience in disadvantaged and/or handicapped programs.
( ) Your own readings on disadvantaged and/or handicapped.
( ) Consultants
( ) Military Experience
( ) Other - Industry, Business, etc. ______________
(Please specify)

39. If you are an instructor, what content is included in the vocational class(es) for students having special needs? (Check all that apply)

( ) Remedial basic skills (reading, communications, mathematics, etc.)
( ) Specific job training skills for disadvantaged/handicapped.
( ) Personal and social development, such as grooming, and/or human relations.
( ) Career information
( ) On-job-training
( ) Other ______________
(Please specify)

40. What suggestions do you have for improvements and/or administration of special vocational programs? (PLEASE CHECK ALL THAT APPLY)

( ) More publicity about programs
( ) More courses at the high school

( ) More work experience offered off main campus
( ) More involvement of agencies of firms in an advisory capacity
( ) More involvement of parents in the program
( ) Smaller class sizes
( ) Other ______________________
(Please specify)

41. What have you found in general to be most helpful in working with handicapped or disadvantaged youth.

____

____

What special assistance do you feel is necessary, that is not already being provided to help you perform to your maximum in working with disadvantaged or handicapped students?

____

____

Additional Comments: ____

____

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____

Thank you very much for taking the time to complete this form and for your contribution to Vocational Education!!

APPENDIX D

(Selected Comments of Vocational Teachers)

Question: What special assistance do you feel is necessary, that is not already being provided to help you perform to your maximum in working with disadvantaged and/or handicapped students?

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1. "Smaller class sizes and more field trips to industries"
2. "Too much of my time has to be spent on testing and paperwork. Takes away from time with students"
3. "Background of student follow-up program on progress of student would be helpful."
4. "More careful screening and preparing them before putting them in the regular classes"
5. "Wage and hour in-service regarding certification for less than minimum wage. Additional incentive programs for employing handicapped workers"
6. "Assistance in locating and/or developing community based cooperative work placements"
7. "Being a fairly-new teacher, I need to know more about the vo-ed program"
8. "I do not have enough actual planning time ... need more time"
9. "An aide to help with individual work"
10. "More inter-agency cooperation"
11. "Test show that our students have poor dexterity. We need more facilities for on-the-hand manipulation in job training"
12. "More guidance and encouragement outside of the particular department which skill is being taught. Often times, the teacher feels like a salesman. If we could attract outside encouragement, the students would be more enthusiastic"
13. "To be told what the child's capabilities are physically as well as emotionally and mentally"

14. "Trained people from universities to work in the classroom with the teachers"

15. "Need college class (methods) on dealing with handicaps so as to have some guidance and direction"

16. "Need of an aid to help in laboratory classes to help these students and assist teachers"

17. "Required and paid for in-service programs on working with handicapped students"

18. "Need in-service on working with handicapped"

19. "Identification procedures for disadvantaged students"

20. "More information academically concerning the students also more facts about the home and community environment."

21. "Aids and paraprofessionals"

22. "An aide to do testing or release time to test and write Individual Education Programs."

23. "More vocational training in elementary special classes."

24. "Smaller class and an aide"

25. "More realistic study of the problems of handicapped students."

26. "An aid to help with filing and all the preparations necessary before class."

27. "Someone to help with all the necessary testing and paperwork."

28. "Explicit directions concerning I.E.P.'s and more materials for Vocational Education."

29. "Help from parents, other teachers, other students, administration, and school board members."

30. "More and better facilities, more funds and more and better workshops locally."

31. "Need equipment requested in my budget proposal."

32. "My own room - classroom."

33. "Space is not adequate ... need larger room."

34. "In-service training."

35. "Tutors"

36. "Student attitude is the biggest obstacle. Nearly all have the notion that they can't do something. Nearly all have no concept of success. Nearly all expect the government to take care of them. Things "free" are generally regarded as valueless. Hence, education, free lunches, free textbooks, housing, medicaid are held in low esteem. Things bought with money such as drugs, alcohol, cigarettes, and cars are valued.

Lack of a positive self-image; lack of seeing and looking for opportunities; lack of confidence in pulling themselves up by their own bootstraps - these are the attitudes that are lacking and these are the most difficult obstacles to overcome. They should receive special individual counseling to help assess their values."

37. "I can't think of a thing unless it would be related to parents' involvement in the total school program."

38. "Smaller classes or less E.M.R. students. More books for lower level reading. For someone to tell us when they put E.M.R. students in the so-called 'mainstream'."

39. "Larger room for wheelchairs, accessible building, adequate funding for areas which are not covered by fee money."

40. "We need to keep up with inflation as far as the money we receive to purchase new equipment and enough supplies to run the program. We did not receive money from the disadvantaged program last year to run our model office and therefore, we barely had enough supplies this year to run our program."

41. "More workshops and training sessions."

42. "More assistance from the community plus community awareness programs."

43. "A paraprofessional to help with time consuming paperwork, reports, etc. so more time can be devoted to students needs."

44. "A small number of students as a group (in some cases) would enable them to learn at a pace they could handle ... in short, smaller class sizes would be most helpful."

Question: What have you found in general to be most helpful in working with handicapped and/or disadvantaged youth?

---

1. "By having the students take part in planning for curriculum"
2. "Actual performance on behalf of students - Work wonderfully with hands"
3. "Understanding of their individual handicaps and needs"
4. "Finding areas of interest to individual students and letting them pursue those interests"
5. "Patience and understanding"
6. "Time - patience - care - empathy"
7. "Patience, honesty and a genuine desire to help the child understand that he/she needs more skills"
8. "Observation of current effective programs in operation"
9. "Breaking tasks down into specific, teachable parts"
10. "Meeting the student at the level of learning at which he is capable of doing"
11. "The ability to analyze what the students based their answers on"
12. "The specialized materials we have been able to pruchase for individual use such as study carousels, tape recorders, remedial career reading materials"
13. "Individualized instruction and more performance from the student"
14. "An open mind in helping that student develop skills to maintain a productive life"

15. "one on one"

16. "To treat them as normal as possible"

17. "Up-to-date equipment and an adequate amount of supplies"

18. "Having a special education background"

19. "Patience, understanding, expecting success"

20. "Gaining their confidence and showing them they are accepted in the mainstream of the class"

21. "To develop rapport by treating them as individuals having the same needs as everyone else"

22. "They are willing to learn and with a little patience they will and try to do anything you ask them"

23. "Being open-minded and able to relate to the individual problems and needs of each student"

24. "Treat like other students, let them be independent"

25. "Patience, motivation to try new experiences, craft-type projects (leather, sewing, crewel, string art, macrame) as an art class would use but allowing these projects to be vocationally oriented"

26. "The aid given by other teachers to inform you of a student's handicap or disadvantages"

27. "The students I have had have always been willing to work - Realize they can't work as well as other students especially in labs - Patience and understanding - Willing to help students to adjust to classroom situation"

28. "Smaller classes"

29. "Equipment - electric wheelchairs, tape recorders, caramate slide and tape machines"

30. "Working on a one to one basis using as much as possible individual instruction and attention"

31. "Actually being in the classroom and learning as much as possible about each student as an individual"

32. "The desire of some students who want to succeed in later endeavors"

33. "Individualization: design a course of study around the specific needs of the individual"

34. "Refusing to accept the notion that being 'handicapped' or 'disadvantaged' imposes limitations.

35. "Students in the vocational programs are more motivated than those who are in non-vocational classes. This seems to carry over into resource room program"

36. "Patience, patience and more patience"

37. "Accept them as people"

38. "The satisfaction of seeing the students grow and better themselves in ability"

39. "The willingness of the staff and students to help the program's success"

40. "Attend workshops, sharing ideas with other teachers, good relationship with administration"

41. "From my own experiences as a teacher - Guidance and counseling and overall cooperation of teachers"

42. "Other professionals (teachers) with experience, social workers"

43. "I have found that the power to place students in job setting most helpful"

44. "Experience, patience, learning to keep my cool; let student blow up but me not to react back with temper, violence, etc. Never to tire of helping students"

45. "Materials from Scholastic Book Services - interesting, challenging and motivational - but written on low reading level"

46. "Patience to allow for their mistakes and their realization of their mistakes"

47. "The aide that I have three days per week and high school students that help with our program"

48. "To gain the confidence of the student, to the point, that he is willing to remove his 'cover-up mask' that he has used for so long to cover-up his deficiencies and failures"

49. "Helping the student with his or her personal problems on a one-to-one basis"

50. "Their interest and desire to improve themselves"

51. "Be fair with each child; give them opportunity to succeed; do not pre-judge any child"

52. "Cooperation of staff and community"

53. "Individual attention"

54. "Just understanding their problems and letting them know that you understand"

55. "Knowing beforehand that they have special needs and what they are. It takes three to four weeks for the classroom teacher to identify these needs"

56. "The budget makes it possible to obtain supplies and equipment; also the teachers aid allows all teachers time with students in classroom (during classes)

57. "Patience and understanding"

58. "To be able to give them individual help and time for explanation of instructions"

59. "Time for special attention if small class size"

60. "The use of "home-made" learning activities that are designed for slow learners. If materials are colorful and incorporate some cartoons, this usually holds the interest of the students.

APPENDIX E

(Selected Comments of School Administrators)

Question: What special assistance do you feel is necessary, that is not already being provided, to help you perform to your maximum in working with disadvantaged or handicapped students?

1. "Need financial assistance from local boards to build ramps, adapt restroom facilities, in-service education, etc."
2. "I've really had no specialized training - we need better selection of special education teachers"
3. "Time, money and physical resources"
4. "Home visitation person would be most helpful in gaining additional information"
5. "The special vocational program needs provision for more follow-through in handling the disadvantaged"
6. "Some type of training set up by vocational education department to explain - the thoughts, aspirations and possible abilities of this type of student. Really a great number of professionals know very little about these students"
7. "The state must fund the vocational program with enough money to provide growing program. They asked schools to provide programs without the money for them long enough"
8. "Adequate funds to provide quality in-service training. More involvement in the selection of staff'
9. "Adequate personnel available to provide services"
10. "More training for teachers in working with students"
11. "More seminars, workshops, etc."
12. "More training in the special needs area for teachers working with that type student"

13. "Limit extra duties for vocational education teachers"

14. "Additional personnel to help complete paper work and leg work necessary to meet requirements of P.L. 94-142."

15. "Need additional qualified persons to conduct psychological evaluation procedures and more teachers"

16. "In order for this program to be successful as I expect it to be, adequate facilities and small classes are a must"

17. "Smaller classes - more teachers"

18. "Additional funds for materials within the school"

19. "Teachers are tied up with too much 'red tape' such as forms and reports ... need aides"

20. "Smaller classes and more staff"

21. "We need more vocational opportunities for youngsters that are not planning to attend college"

22. "Funding of mandatory programs"

23. "In-service workshops"

24. "Expanded facilities and materials and equipment"

25. "Self-contained vocational classes - such classes may be in reality, the least restrictive environment"

26. "Some secretarial help to take care of the paper work so the teacher can teach"

27. "More help from industry etc. in the area and less help from some parents who are ill informed"

28. "Good employment and 100% for equipment to train"

29. "There needs to be a suggested curriculum given to the schools since some students spend more than one year in the program"

30. "More room space and more materials"

31. "Do not work during the summer as a counselor, should have twelve months employment to work with the summer programs involving special vocational learners."

32. "Other vocational units dealing with hands-on experiences in class"

33. "I am not really interested in university training - as much as some 'hands on' experiences."

34. "We need to provide more realistic job experiences for special students."

35. "More para-professional help"

36. "More realistic work experiences"

37. "Work experience teaching salaries should be funded by the state - It is now a local financial burden"

38. "Occupations that they can work in (maybe going out in the community and working with people on the job)"

Question: What have you found in general to be most helpful in working with handicapped and/or disadvantaged youth?

1. "The attitude of student and parents about the program."
2. "Good facilities and well-trained teachers."
3. "The attitude of the teachers and employees in the community."
4. "Understanding their special needs."
5. "Personal experiences"
6. "Good, concerned, dedicated, humanistic teachers"
7. "Smiles, much firmness and consistency in working with these special students"
8. "Having a strong teacher in the field of handicapped and disadvantaged"
9. "Work experience co-op programs"
10. "The concern and sincerity of all involved"
11. "Interested parents"
12. "To be friends with them - encourage good attendance - encourage their participation in as much of regular program and school's program of activities as possible"
13. "Individual attention"
14. "Knowing the student, his family, and becoming aware of his needs"
15. "The temperament of the teacher must be compatible with the disadvantaged"

16. "Our business education department is very effective in preparing and motivating students through their vocational programs and job placement of students"

17. "Small classes of 20 or less provide special learning experiences that these students can understand"

18. "Training - sensitive to needs - knowledgeable"

19. "In working with disadvantaged show them that there is some hope and that it is possible to work hard now to get some tangible award and be able to make more money after completing training"

20. "For teachers to accept them as they are, and work from there"

21. "Your expectations are generally your results"

22. "To take them where they are and work from these emphasizing their strengths"

23. "The development of a positive self-image by students"

24. "A sincere interest in their interest"

25. "Dedicated vocational teachers"

26. "Careful selection of staff and in-service programs"

27. "Knowing the student"

28. "Having appropriate information available and knowing the proper referral agency to meet student's needs"

29. "Improve their self-concept - Give them much encouragement"

30. "Patience"

31. "Assists students in setting realistic learning objectives"

32. "A good work study program"

33. "Teachers that really understand the handicapped child"

34. "Understanding; caring"

35. "Most of them are eager to learn once they realize that there is a sincere effort being made to teach them something meaningful"

36. "Understanding teachers"

37. "Teachers who take pride in their job"

38. "Involvement of parents"

39. "A concerned teacher who can work closely with individual needs"

40. "An understanding of their situation"

41. "A job with pay - Some type of responsibility for the student. Making sure the student is achieving in some area and is rewarded for his or her achievement"

42. "Special education training, guidance counseling - empathy - something that cannot be taught only learned"

43. "Well trained teachers - adequate programs"

44. "I try to understand the youth"

45. "Self-image improvement"

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"NO PERSON IN THE UNITED STATES SHALL, ON THE BASIS OF SEX, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE SUBJECTED TO DISCRIMINATION UNDER ANY EDUCATION PROGRAM OR ACTIVITY RECEIVING FEDERAL FINANCIAL ASSISTANCE..."

Title IX of the Education Amendments of 1972, Public Law 92-318